

REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1899.

Presented to both Houses of Parliament by Command of Her Majesty.



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1900

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REPORT
OF THE
INTERMEDIATE EDUCATION BOARD
FOR IRELAND
FOR THE YEAR 1899.

TO HIS EXCELLENCY GEORGE HENRY,
EARL CADOGAN, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland),
submit to your Excellency this our Twenty-first Report.

The number of students who gave notice of their intention to
present for examination in 1899 was:—

Boys.	Girls.	Total.
6,164	2,231	8,395

being a decrease of 1,063 or 14·7 per cent., in the case of boys,
and a decrease of 396, or 15·1 per cent., in the case of girls; and
a total decrease of 14·8 per cent. on the corresponding numbers in
1898; and a total decrease of 12·6 per cent. on the corresponding
numbers in 1897.

The decrease is mainly in the Preparatory Grade, and is due to the operation of the Rule by which the minimum age at which a student could present for examination was raised from twelve in previous years to thirteen in 1899.

In the last ten years the numbers were respectively as follows :—

Year.	Boys.	Girls.	Total.
1890	4,841	1,428	5,769
1891	4,193	1,444	5,637
1892	4,714	1,622	6,886
1893	5,730	1,856	7,586
1894	6,279	2,067	8,346
1895	6,755	2,363	9,018
1896	7,040	2,384	9,424
1897	7,182	2,423	9,605
1898	7,227	2,627	9,854
1899	6,164	2,231	8,395

See Table
I.

The number of students who presented themselves for examination in 1899 was :—

Boys.	Girls.	Total.
5,726	2,042	7,768

being a decrease of 979, or 14·6 per cent., in the case of boys, and a decrease of 326, or 13·8 per cent., in the case of girls, and a total decrease of 1,305, or 14·4 per cent., on the corresponding numbers in 1898.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls	Total.
1890, . .	3,943	1,393	5,236
1891, . .	3,856	1,309	5,156
1892, . .	4,294	1,465	5,759
1893, . .	5,265	1,709	6,974
1894, . .	5,816	1,866	7,682
1895, . .	6,267	2,056	8,323
1896, . .	6,503	2,208	8,711
1897, . .	6,661	2,216	8,877
1898, . .	6,706	2,368	9,073
1899, . .	5,726	2,042	7,768

The examinations for 1899, which commenced on 12th June and extended over twelve days, were held at 246 centres, in 98 different localities. See Appendix V.

The following Table shows the distribution of Centres between the Four Provinces:—

Centres.	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Centres for Boys, .	73	36	53	11	173
Centres for Girls, .	27	30	12	4	73
Total, . .	100	66	65	15	246

One hundred and seventy-six gentlemen and seventy-four ladies were employed as Centre Superintendents, being an average of one Superintendent to every 33 boys and to every 28 girls examined respectively

See Table
III.The number of students who passed the Examinations in 1890
was :—

Boys.	Girls.	Total.
3,896	1,410	5,306

In the last ten years the numbers were respectively as follows :—

Year.	Boys.	Girls.	Total.
1880,	2,333	767	3,100
1881,	2,304	774	3,078
1882,	2,539	784	3,323
1883,	3,041	955	3,996
1884,	3,419	1,104	4,523
1885,	3,783	1,190	4,973
1886,	3,753	1,213	4,966
1887,	4,134	1,464	5,598
1888,	4,196	1,440	5,636
1889,	3,896	1,410	5,306

The proportion per cent. of those examined who passed in 1890
was :—

Boys.	Girls.	Boys and Girls.
68	69	68.3

The proportions in the last ten years were respectively as follows:—

Year.	Boys.	Girls.	Boys and Girls.
1890,	59.1	59.3	59.2
1891,	59.7	59.5	59.6
1892,	59.1	59.5	59.3
1893,	57.7	57.9	57.8
1894,	58.8	59.2	59.0
1895,	60.4	57.9	59.8
1896,	57.7	54.9	56.3
1897,	62.1	63.3	62.7
1898,	62.6	60.8	61.7
1899,	68.	69.	68.5

Exclusive of over-age students the proportion *per cent.* of those examined who passed was:—

Boys.	Girls.	Boys and Girls.
69.3	70.4	69.8

Exclusive of over-age students the proportions in the last ten years were as follows:—

Year.	Boys.	Girls.	Boys and Girls.
1890,	58.9	59.4	59.1
1891,	59.7	59.9	59.8
1892,	59.4	59.5	59.4
1893,	59.5	57.2	58.3
1894,	60.3	59.9	60.1
1895,	62.2	59.3	60.7
1896,	59.9	56.7	58.3
1897,	63.5	65.8	64.6
1898,	64.3	61.7	63.0
1899,	69.3	70.4	69.8

See Table V. The number of students to whom were awarded £50 Prizes (Senior Grade), and Exhibitions in the Middle, Junior, and Preparatory Grades was:—

Boys, 360; Girls, 135; Total, 495.

See Table VI. The number of students to whom were awarded prizes in book was:—

Boys, 470; Girls, 203; Total, 673.

See Table VII. The number of students to whom were awarded Prizes for Composition under Rule 53 was:—

Boys, 123; Girls, 86; Total, 209.

See Table VIII. The number of students to whom were awarded Commercial Prizes under Rule 49 was:—

Boys, 36; Girls, 0; Total, 36

See Table IX. Three large Gold Medals were awarded to Boys, and three to Girls, for First Places in the several Grades. Eight Gold Medals were awarded to Boys, and ten to Girls, for excellence in Special Subjects.

The number of students to whom were awarded Special Money Prizes in lieu of Medals under Rule 50 was:—

Boys, 4; Girls, 2; Total, 6.

The number of students to whom were awarded Special £10 Prizes in the Senior Grade under Rule 51 was:—

Boys, 2; Girls, 0. Total, 2.

Report of the Intermediate Education Board for Ireland. xi

The amount of Results Fees paid to Managers of Schools on ^{See Appendix IV.} account of the Examinations in 1899 was:—

Boys, £39,531 12s. 3d.; Girls, £13,561 19s. 4d.;
Total, £53,093 11s. 7d.

Of the students, 5,306, who passed the Examination in 1899, Results Fees were paid on 3,054, the average Fee being £10 10s. 1d. per student.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

PROVINCES.	Amount of Results Fees paid.		TOTAL.	No. of Schools.		TOTAL.
	Boys.	Girls.		Boys.	Girls.	
	£ s. d.	£ s. d.	£ s. d.			
LEINSTER, . . .	16,362 0 1	4,973 14 3	21,475 14 4	63	56	125
ULSTER, . . .	3,438 8 1	5,938 7 7	14,296 15 8	55	66	121
MUNSTER, . . .	12,530 10 6	2,036 6 0	14,616 16 6	66	23	89
CONNAUGHT, . . .	2,160 13 7	343 11 6	2,704 5 1	26	8	28
Gross Total, . .	39,531 12 3	13,561 19 4	53,093 11 7	210	153	363

The values of the Burke Memorial Prizes awarded in 1899 were:—

Boys—

Girls—

First Prize, £14 13s. 4d.

Prize, £9 3s. 4d.

Second Prize, £9 3s. 4d.

FINANCE.

Our Balance Sheet for the year 1899, in respect of the original Endowment (Table X. *infra*), shows a surplus of £1,786 17s. 10d. (including a sum of £916 13s. 4d., Income Tax, to be refunded). Of this amount £1,742 12s. 11d. is the uninvested surplus of 1898, and a sum of £4,470 8s. 0d. was realised by sale of portion of the invested surpluses of former years. The net deficit as between Income and Expenditure for 1899 is thus £4,426 3s. 1d., to which may be added liabilities estimated at £250.

The Local Taxation Account (see Table XI.) shows that the Receipts under the Local Taxation (Customs and Excise) Act, and as interest on securities, amounted to £60,578 19s. 7d., and that the Expenditure from that account on Results Fees, Exhibitions and Prizes for 1899 was £54,539 18s. 5d., the excess of Income over Expenditure being thus £6,039 1s. 2d.

Taking both Accounts into consideration, our total Income from all sources in 1899 has exceeded our Expenditure in that year by £1,612 18s. 1d.

EDUCATION.

The proportion of candidates examined, who passed in the year 1899, exclusive of over-age students, was 69·6 per cent., being the highest proportion of such students during the last ten years.

The per-centages of Students of the prescribed ages examined in the different Grades who Passed were, compared with the per-centages in 1898, as follows:—

GRADE.	Boys.		Girls.	
	1899.	1898.	1899.	1898.
Preparatory, . . .	68	63·1	70·4	61·1
Junior,	66·2	57·5	63·7	51·3
Middle,	81	74·8	73·7	77·1
Senior,	81·5	81·6	76·9	79·1

Turning to the Commercial side of our Examinations, the number of students who qualified for Commercial Certificates was 139 (137 Boys and 2 Girls). The number of Special Commercial Prizes awarded was 36 (Boys).

A number of other students, as in previous years, who did not aim at obtaining Commercial Certificates, availed themselves of the opportunity of presenting themselves for examination in certain of the Commercial subjects.

Detailed information respecting the answering of students Boys and Girls, in the different subjects will be found in the Extracts from the Reports of the Examiners (Appendix III.), copies of which were transmitted to all Managers of Schools in Ireland to whom Results Fees were paid in 1899.

As the system of Intermediate Education established by the Act of 1878 had been in operation for nearly twenty years, and as ample opportunity had thus been afforded to those engaged in education in Ireland for observing its developments and results, it appeared to us that it would be desirable that a public Inquiry should be instituted into the system and its practical working. Accordingly we applied to Your Excellency, early in 1898, to institute such an Inquiry, and you were pleased to comply with our request.

The Final Report of the Commission was submitted to your Excellency in August, 1899.

TABLE I.—Showing the Number of Students who presented themselves for Examination in the last ten years, respectively.

YEAR.	PREPARATORY GRADE.									
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Boys, . . .	-	-	1,429	1,774	2,128	2,366	2,576	2,937	2,670	1,471
Girls, . . .	-	-	261	492	525	619	681	714	744	466
Total, . .	-	-	1,690	2,266	2,653	2,984	3,257	3,651	3,414	1,937

TABLE L.—Showing the Number of Students who presented themselves

YEAR,	JUNIOR GRADE.									
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Boys—of the prescribed age, .	3,076	3,004	2,177	2,407	2,449	2,654	2,739	2,845	2,877	2,836
Do., Over-age, . . .	24	107	—	240	281	325	314	334	330	290
Total, . . .	3,100	3,111	2,177	2,647	2,731	2,982	3,073	3,179	3,207	3,126
Girls—of the prescribed age, .	920	941	765	798	891	922	943	965	1,089	1,028
Do., Over-age, . . .	18	13	—	50	81	89	94	10	100	01
Total, . . .	938	954	765	857	972	1,011	1,037	1,075	1,189	1,129
Gross Total, . . .	4,038	4,125	2,942	3,524	3,698	3,993	4,110	4,254	4,396	4,277

YEAR,	SENIOR GRADE.									
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Boys—of the prescribed age, .	219	224	198	200	219	258	210	238	228	206
Do., Over-age, . . .	11	4	7	49	43	49	70	60	53	70
Total, . . .	230	228	205	249	262	307	280	307	281	276
Girls—of the prescribed age, .	122	94	81	80	99	103	133	143	115	134
Do., Over-age, . . .	1	2	1	6	5	13	14	13	8	12
Total, . . .	123	96	82	86	104	116	147	156	123	146
Gross Total, . . .	353	324	287	341	366	423	427	463	404	422

for Examination in the last ten years, respectively—continued.

MIDDLE GRADE.										YEAR.
1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	
534	453	482	503	584	545	591	604	626	681	Boys—of the prescribed age.
15	24	—	73	129	128	172	114	177	128	Do., Over-age.
549	457	482	576	704	673	763	748	797	729	Total.
229	241	227	242	339	361	398	320	271	278	Girls—of the prescribed age.
8	9	—	26	28	49	40	30	41	32	Do., Over-age.
237	250	227	268	367	410	438	356	312	310	Total.
786	707	710	844	971	983	1,101	1,094	1,109	1,039	Gross Total.
TOTAL.										YEAR.
1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	
3,823	3,721	4,287	4,853	5,372	5,762	5,947	6,114	6,145	5,193	Boys—of the prescribed age.
190	135	7	382	444	505	856	547	569	528	Do., Over-age.
3,942	3,856	4,294	5,235	5,816	6,267	6,803	6,661	6,705	5,721	Total.
1,271	1,276	1,464	1,618	1,764	1,995	2,060	2,078	2,319	1,906	Girls—of the prescribed age.
22	24	1	91	112	151	148	138	149	126	Do., Over-age.
1,293	1,300	1,465	1,709	1,876	2,056	2,208	2,216	2,468	2,032	Total.
5,235	5,156	5,759	6,954	7,692	8,323	8,711	8,877	9,173	7,753	Gross Total.

TABLE II.—Showing the Days and Hours at which Examinations in the several subjects of the PROGRAMME were held in 1899.

Day.	FRENCH CHAIR.		JAMES CHAIR.		WOMAN CHAIR.		SCOTT CHAIR.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 12th June.			History,* (Interval) Maths.*	10-1 1-3 2-5	History,* (Interval) Maths.*	11-1 1-3 3-5	History,* (Interval) Maths.*	12-1 1-3 3-5
Tuesday, 13th June.	French, (Interval) English.	10-1 1-3 2-5	French, (Interval) English.	10-1 1-3 3-5	French, (Interval) English.	11-1 1-3 3-5	French, (Interval) English.	12-1 1-3 3-5
Wednesday, 14th June.	English—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 3-5	English—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 3-5	English—1st Paper, (Interval) " 2nd Paper.	11-1 1-3 3-5	English—1st Paper, (Interval) " 2nd Paper.	12-1 1-3 3-5
Thursday, 15th June.	Latin—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 3-5	Latin—1st Paper, (Interval) " 2nd Paper.	10-1 1-3 3-5	Latin—1st Paper, (Interval) " 2nd Paper.	11-1 1-3 3-5	Latin—1st Paper, (Interval) " 2nd Paper.	12-1 1-3 3-5
Friday, 16th June.	Arithmetic, (Interval) Algebra.	10-1 1-3 3-5	Arithmetic, (Interval) Algebra.	10-1 1-3 3-5	Arithmetic, (Interval) Algebra.	11-1 1-3 3-5	Plane Trigonometry, (Interval) Algebra and Arithmetic.	12-1 1-3 3-5
Saturday, 17th June.	Calculus.	10-1	Calculus, (Interval) Descriptive Geometry.*	10-1 1-3 3-5	Calculus, (Interval) Descriptive Geometry.*	11-1 1-3 3-5	Calculus, (Interval) Descriptive Geometry.*	12-1 1-3 3-5

Day.	PRELIMINARY GRADE.		JUNIOR COLLEGE.		SENIOR GRADE.		SENIOR GRADE.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 18th June.	Drawing, Perspective, (Interval.) German,	10-11.30 11.30-1 1-4	Drawing, Practical Geometry, (Interval.) Perspective, (Interval.) German,	10-11.30 11.30-1 1-1.30 1.30-2 2-4	Drawing, Practical Geometry, (Interval.) Perspective, (Interval.) German,	10-11.30 11.30-1 1-1.30 1.30-2 2-4	Drawing, Perspective and Propor- tion of Solids, Surfaces, and Machines. (Interval.) German,	11.15-1 1-1.30 1.30-2 2-4
Tuesday, 19th June.	Geometrical Paper, (Interval.) " " " " " "	10-1 1-4 2-4	Geometrical Paper, (Interval.) " " " " " "	10-1 1-4 2-4	Geometrical Paper, (Interval.) " " " " " "	10-1 1-4 2-4	Geometrical Paper, (Interval.) " " " " " "	10-1 1-4 2-4
Wednesday, 21st June.			Book-keeping, (Interval.) Commercial English, (Interval.)	10-1 1-1.30 1.30-4	Book-keeping, (Interval.) Commercial English, (Interval.) Comm. Eng. (continued.)	10-1 1-1.30 1.30-2 2-2.15 2.15-4.30	Commercial English, (Interval.) Comm. Eng. (continued.)	2.15-3 3-3.15 3.15-4.30
Thursday, 22nd June.			Natural Philosophy, (Interval.) Shortland, (Interval.) Commercial French, .	10-1 1-2 2-4.30 4.30-4	Natural Philosophy, (Interval.) Shortland, (Interval.) Commercial French, .	10-1 1-2 2-4.30 4.30-4	Natural Philosophy, (Interval.) Shortland, (Interval.) Commercial French, .	10-1 1-2 2-4.30 4.30-4
Friday, 23rd June.	Italian,	1-4	Chemistry, (Interval.) Italian or Spanish, .	10-1 1-2 2-4	Chemistry, (Interval.) Italian or Spanish, .	10-1 1-2 2-4	Chemistry, (Interval.) Italian or Spanish, .	10-1 1-2 2-4
Saturday, 24th June.			Commercial German, Commercial Italian or Spanish,	10.11-12 11.30-1	Commercial German, Commercial Italian or Spanish,	10.11-12 11.30-1	Commercial German, Commercial Italian or Spanish,	10.11-12 11.30-1

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TABLE III.—Showing the number of

	PREPARATORY GRADE.			JUNIOR GRADE.			Mean
	Ex- amined	Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.
Boys—of the prescribed age, . . .	1,471	1,000	68	2,828	1,873	66.2	601
Do., Over age, . . .	—	—	—	330	184	55.7	126
Total, . . .	1,471	1,000	68	3,158	2,057	65.1	727
Girls—of the prescribed age, . . .	466	328	70.4	1,028	706	68.7	276
Do., Over-age, . . .	—	—	—	91	45	49.4	35
Total, . . .	466	328	70.4	1,119	751	67.1	311
Gross Total, . . .	1,937	1,328	68.5	4,277	2,808	65.6	1,038

TABLE IV.—Showing for each subject (1) the number of students who passed
failed, and (4) the total number examined; also the proportion
and (6) who passed**BOYS.**

Preparatory Grade (Of the Prescribed Age).	Subjects.				
	Greek.	Latin.	English.	French.	German.
Passed with Honors,	58	294	565	547	2
" without Honors,	18	224	760	445	6
Failed,	18	278	109	346	5
Total Examined,	94	796	1,434	1,338	13
Proportion per cent. who passed with Honors, . . .	61.7	36.9	40.8	40.9	15.4
Ditto, without Honors,	19.1	28.1	51.9	33.2	45.4
Total Percentage passed,	80.8	65.0	92.7	74.1	60.8
(Over Age).*					
Passed with Honors,					
" without Honors,					
Failed,					
Total Examined,					
Proportion per cent. who passed with Honors, . . .					
Ditto, without Honors,					

* Over Age Students were

Students who passed the Examination.

GRADE.		SENIOR GRADE.			TOTAL.			
Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	
487	81·	298	243	81·5	5,198	3,608	69·3	Boys—of the prescribed age.
73	57·	70	36	51·4	528	296	55·5	Do., Over-age.
560	76·8	368	279	75·8	5,726	3,896	68·	Total.
203	73·7	134	103	76·9	1,906	1,342	70·4	Girls—of the prescribed age.
17	58·1	13	6	46·2	136	68	50·	Do., Over-age.
222	71·6	147	109	74·1	2,042	1,410	69·	Total.
782	73·3	515	388	75·3	7,768	5,306	68·3	Gross Total.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors.

BOYS.

SUBJECTS.						Preparatory Grade (Of the Prescribed Age).
Italian.	Celtic.	Arith- metics.	Euclid.	Algebra.	Drawing.	
21	98	714	396	571	346	Passed with Honors.
10	53	408	371	444	301	“ without Honors.
8	37	330	331	283	304	Failed.
47	188	1,432	1,848	1,298	1,031	Total Examined.
44·7	82·1	40·2	44·3	44·	23·5	Proportion per cent. who passed with Honors.
30·3	26·2	28·1	27·5	34·2	36·9	“ “ without Honors.
63·	90·3	77·8	71·7	78·2	70·4	Total Per-centage passed.
						(Over Age).*
						Passed with Honors.
						“ without Honors.
						Failed.
						Total Examined.
						Proportion per cent. who passed with Honors.
						“ “ without Honors.

eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed, (2) the number who failed, and (3) the total number examined; also the proportion (4) who passed with honors, (5) who passed without honors, and (6) who passed.

BOYS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	254	707	200	41	1,154	184	40	2	30	1	.
„ without Honors, . . .	110	560	1,542	170	335	120	24	.	23	1	.
Failed,	134	590	275	205	673	120	20	.	7	.	.
Total Examined, . . .	498	1,857	2,817	416	2,712	424	84	2	60	2	.
Proportion per cent. who passed with Honors,	51	38.9	26.1	9.8	42.5	30.7	47.6	100	54.5	59	.
„ „ without Honors,	22.1	30.3	54.3	40.9	22.5	28.3	28.6	.	34.3	50	.
Total Per-centage passed,	73.1	69.2	80.2	50.7	75.1	74	76.2	100	88.8	109	.
(Over Age.)											
Passed with Honors, . . .	19	38	47	.	70	4	1	.	.	.	.
„ without Honors, . . .	22	70	229	7	127	8	3	.	.	.	.
Failed	24	85	62	18	106	17	.	.	2	.	.
Total Examined, . . .	65	193	338	25	303	29	4	.	2	.	.
Proportion per cent. who passed with Honors,	29.2	19.8	14.3	.	23.1	13.8	25	.	.	.	8
„ „ without Honors,	33.8	36.6	68.8	28	41.1	27.3	75	.	.	.	8
Total Per-centage passed,	63	56.4	84.1	28	64.2	41.1	100	.	.	.	18

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.										Junior Grade (Of the Prescribed Age).
Commercial Spanish.	Greek.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
.	113	1,068	472	494	678	58	74	562	244	Passed with Honors.
.	51	999	334	1,408	688	111	46	721	187	" without Honors.
.	58	890	368	743	1,036	123	32	412	179	Failed.
.	216	2,957	1,168	2,643	2,391	292	152	1,295	560	Total Examined.
.	323	38	420	187	281	199	487	188	421	Proportion per cent. who passed with Honors.
.	236	324	391	682	286	33	393	617	271	Ditto, without Honors.
.	759	714	127	719	567	579	79	705	692	Total Per-centage passed.
										(Over Age.)
.	1	121	31	26	30	1	4	15	28	Passed with Honors.
.	2	133	29	265	83	5	7	71	11	" without Honors.
.	3	79	36	93	158	13	4	40	14	Failed.
.	6	326	96	318	271	19	15	126	53	Total Examined.
.	167	371	323	63	111	53	267	119	238	Proportion per cent. who passed with Honors.
.	323	468	303	645	306	263	467	563	297	Ditto, without Honors.
.	69	779	626	708	417	316	734	682	735	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Middle Grade (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	125	248	256	11	253	34	30	4	17	4	.
„ without Honors, . . .	51	163	335	43	212	44	3	.	7	1	.
Failed,	34	86	34	20	105	16	2	1	2	1	.
Total Examined, . . .	210	497	595	83	580	94	25	5	26	6	.
Proportion per cent. who passed with Honors.	59.6	49.9	43.0	13.2	43.6	36.2	80.0	80.0	63.4	66.7	.
„ without Honors.	24.3	32.8	56.3	51.8	36.5	46.8	12.0	.	26.9	16.7	.
Total Per-centage passed.	83.8	82.7	99.3	65.0	80.1	83.0	92.0	80.0	90.3	83.4	.
(Over Age.)											
Passed with Honors, . . .	7	11	19	1	10	4	.	.	.	.	.
„ without Honors, . . .	24	45	85	0	66	2	.	.	.	.	.
Failed,	18	44	24	0	66	3	.	.	.	.	.
Total Examined, . . .	49	100	128	1	122	9	.	.	.	.	.
Proportion per cent. who passed with Honors.	14.3	11.0	14.8	0.2	8.2	44.4	.	.	.	.	.
„ without Honors.	49.0	45.0	66.4	0.0	54.1	22.2	.	.	.	.	.
Total Per-centage passed.	63.3	56.0	81.2	0.2	62.3	66.6	.	.	.	.	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.										Middle Grade (Of the Prescribed Age).
Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
.	39	317	48	299	333	45	9	31	27	Passed with Honors.
.	23	309	60	231	197	41	7	73	16	" without Honors.
.	8	74	37	36	139	29	7	54	13	Failed.
.	61	591	145	569	569	100	23	161	56	Total Examined.
.	49.2	33.6	33.1	52.5	46.1	42.4	39.1	21.1	60.3	Proportion per cent. who passed with Honors.
.	37.7	33.8	41.4	41.1	28.6	32.7	39.4	45.3	18.6	Ditto, without Honors.
.	56.9	57.4	74.5	63.6	74.7	81.1	63.5	66.4	81.9	Total Per-centage passed.
										(Over Age).
.	1	27	2	59	13	5	.	2	4	Passed with Honors.
.	.	53	16	59	39	2	.	9	6	" without Honors.
.	2	45	8	23	53	5	2	11	2	Failed.
.	3	125	20	123	105	12	2	22	12	Total Examined.
.	33.3	21.6	10	40.6	12.4	41.7	.	31	33.3	Proportion per cent. who passed with Honors.
.	.	42.4	10	40.6	37.1	10.7	.	66.9	50	Ditto, without Honors.
.	33.3	64	67	81.2	49.5	53.4	.	50	53.3	Total Per-centage passed.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUMMARY.									Senior Grade (Of the Prescribed Age).
Commercial Spanish.	Gallic.	Algebra and Arithmetic.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
.	25	70	170	83	12	1	11	4	Passed with Honors.
.	2	115	110	101	19	2	14	12	" without Honors.
.	3	81	7	81	12	2	1	10	Failed.
.	30	266	203	255	43	5	26	20	Total Examined.
.	83.3	20	58	35.3	27.9	20	42.3	12.4	Proportion per cent. who passed with Honors.
.	67	43.9	39.6	62	44.2	40	43.8	46.1	Ditto, without Honors.
.	90	69.9	99.6	75.3	72.1	60	86.1	61.5	Total Per-centage passed.
(Over Age).									
.	1	2	6	9	.	.	.	.	Passed with Honors.
.	.	17	51	8	2	.	.	.	" without Honors.
.	.	35	12	27	2	.	.	.	Failed.
.	1	54	69	37	4	.	.	.	Total Examined.
.	100	37	87	54	.	.	.	.	Proportion per cent. who passed with Honors.
.	.	31.5	73.9	21.6	50	.	.	.	Ditto, without Honors.
.	100	35.2	82.6	27	50	.	.	.	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed
failed, and (4) the total number examined; also the proportion
and (6) who passed**BOYS.**

Total in all Grades (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish. Commercial Spanish.
Passed with Honors, . . .	543	1,303	1,074	66	2,119	245	37	10	86	9	.
„ without Honors, . . .	907	1,035	2,705	237	1,502	220	42	2	61	5	.
Failed,	135	954	428	214	1,200	145	29	1	17	1	.
Total Examined, . . .	900	3,287	5,167	341	4,811	611	108	13	164	15	.
Proportion per cent. who passed with Honors.	57.7	40.4	33.2	11.1	43.1	40.3	55.1	76.9	52.4	60	.
„ „ without Honors, .	31.8	31.4	63.5	69.8	32.4	35	26.6	15.4	37.2	33.3	.
Total Per-centage passed, .	79.5	71.8	94.7	84.9	75.5	75.3	81.7	92.3	89.6	93.3	.
(Over Age.)											
Passed with Honors, . . .	32	55	77	1	100	8	1	.	1	.	1
„ without Honors, . . .	80	144	303	14	198	11	3	.	.	.	1
Failed,	54	168	87	30	106	23	.	.	2	.	.
Total Examined, . . .	166	267	467	45	404	42	4	.	3	.	2
Proportion per cent. who passed with Honors.	19.7	15.4	14.6	2.2	24.8	20.5	25	.	33.3	.	50
„ „ without Honors, .	49.4	40.3	65.8	31.1	39.9	28.2	75	.	.	.	50
Total Per-centage passed, .	69.1	55.7	80.4	33.3	64.7	48.7	100	.	33.3	.	100

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.											Total in all Grades (Of the Prescribed Age.)
Celtic.	Arithmetic.	Book-keeping.	English.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	
306	2,099	520	1,559	1,496	70	83	115	81	613	366	Passed with Honors.
129	1,547	391	2,127	1,284	118	101	171	55	1,389	189	" without Honors.
100	1,394	339	1,107	1,468	81	54	135	41	771	202	Failed.
435	4,540	1,250	4,823	4,238	269	238	441	180	2,473	697	Total Examined.
537	423	415	321	353	39	353	291	467	25	441	Proportion per cent. who passed with Honors.
361	319	314	438	303	439	43	388	393	453	267	" without Honors.
199	163	189	159	656	699	183	649	772	505	508	Total Per-centage passed.
											(Over Age.)
3	148	33	76	83	2	2	0	4	17	22	Passed with Honors.
2	185	39	306	122	17	8	9	7	80	17	" without Honors.
5	117	44	123	211	35	27	29	6	61	56	Failed.
10	461	116	510	359	54	37	35	17	148	65	Total Examined.
30	218	284	149	114	37	84	171	235	115	492	Proportion per cent. who passed with Honors.
30	412	336	60	324	315	216	297	412	54	261	" without Honors.
30	74	62	149	438	362	27	428	647	633	133	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Preparatory Grade (Of the Prescribed Age).	SUBJECTS.					
	Greek.	Latin.	English.	French.	German.	Italian.
Passed with Honours,	2	50	251	277	39	24
„ without Honours,	1	49	199	169	49	16
Failed, . . . . .	.	44	15	71	44	12
Total Examined,	3	143	465	457	132	52
Proportion per cent. who passed with Honours,	66·7	35·	54·	60·6	29·5	46·1
„ „ without Honours,	33·3	34·3	42·8	37·0	37·1	30·6
Total Percentage passed,	100·	69·3	96·8	84·4	66·6	76·7
(Over Age).*						
Passed with Honours,						
„ without Honours,						
Failed,						
Total Examined,						
Proportion per cent. who passed with Honours,						
„ „ without Honours,						

* Over Age Students were not

with Honors, (2) the number who passed without Honors, (3) the number who *per cent.* to those examined of those who (5) passed with Honors, without Honors—*continued.*

GIRLS.

Subjects.					Preparatory Grade (Of the Prescribed Age).
Latin.	Arith- metics.	Euclid.	Algebra.	Drawing.	
15	130	76	119	130	Passed with Honors.
4	175	39	137	154	" without Honors.
1	104	67	79	130	Failed.
20	409	172	335	414	Total Examined.
75·	89·2	44·2	85·5	81·4	Proportion per cent. who passed with Honors.
20·	38·1	22·7	40·9	37·2	Ditto, without Honors.
95·	77·3	68·9	76·4	68·6	Total Per-centage passed.
					(Over Age.) *
					Passed with Honors.
					" without Honors.
					Failed,
					Total Examined.
					Proportion per cent. who passed with Honors.
					Ditto, without Honors.

eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

G I R L S .

Junior Grade (Of the Prescribed Age).	SUBJECTS.											
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.
Passed with Honors,	7	128	440	3	540	68	127	4	61	1	1	.
„ without Honors,	3	94	328	10	328	35	90	6	60	1	2	.
Failed,	1	76	30	4	163	8	101	2	28	1	.	.
Total Examined,	11	302	1,037	17	1,035	106	313	12	119	3	3	.
Proportion per cent. who passed with Honors.	63.0	44.8	42.8	17.0	62.7	50.4	30.0	33.3	34.4	33.3	33.3	.
Ditto, without Honors,	27.3	30.6	31.4	58.5	31.4	33	28.3	50	42	33.3	66.7	.
Total Per-centage passed,	90.9	75.3	84.2	76.4	84.1	83.4	68.2	83.3	76.4	66.6	100	.
(Over Age.)												
Passed with Honors, . . . . .	.	2	9	.	25	1	4	.	.	.	.	.
„ without Honors, . . . . .	.	1	72	1	48	3	7	.	1	.	.	.
Failed, . . . . .	.	3	10	3	18	1	2	.	1	.	.	.
Total Examined, . . . . .	.	6	91	4	91	5	13	.	2	.	.	.
Proportion per cent. who passed with Honors.	.	33.3	9.9	.	27.5	20	30.8	.	.	.	.	.
Ditto, without Honors, . . . . .	.	16.7	70.1	25	52.7	60	43.8	.	50	.	.	.
Total Per-centage passed, . . . . .	.	50.0	80	25	80.2	80	84.6	.	80	.	.	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.												Junior Grade (Of the Prescribed Age).
Celtic.	Arithmetic.	Book-keeping.	Ecclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
10	238	55	58	129	1	4	17	95	280	100	9	Passed with Honors.
8	353	62	206	206	1	1	38	303	253	240	11	" without Honors.
.	291	51	129	250	2	1	18	337	90	347	7	Failed.
18	982	168	393	517	4	6	63	795	637	700	20	Total Examined.
56·6	30·3	32·7	14·7	22·	25·	63·7	37·	11·9	43·9	12·	32·	Proportion per cent. who passed with Honors.
44·4	60·	30·9	52·6	33·4	25·	19·7	66·4	48·7	40·3	23·	46·7	Ratio, without Honors.
180·	70·3	60·6	67·3	57·4	50·	83·4	71·4	57·6	64·4	55·	76·7	Total Per-centage passed.
												(Over Age).
.	12	5	.	3	.	.	.	6	14	6	3	Passed with Honors.
.	32	10	11	12	.	.	2	28	28	39	6	" without Honors.
.	41	3	9	11	.	1	1	39	15	54	1	Failed.
.	85	18	20	26	.	1	3	75	67	79	9	Total Examined.
.	14·1	27·8	.	11·5	.	.	.	3·2	21·6	7·6	33·3	Proportion per cent. who passed with Honors.
.	37·6	55·5	55·	56·1	.	.	65·7	38·3	65·1	49·4	55·5	Ratio, without Honors.
.	51·7	83·3	56·	57·6	.	.	62·7	46·5	73·7	57·	58·8	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Middle Grade (Of the Prescribed Age).	SUBJECTS.										
	Græc.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish. Commercial Spanish.
Passed with Honors,	5	75	152	3	142	44	31	12	16	6	1
„ without Honors,	1	40	117	8	96	20	27	2	15	1	1
Failed, . . . . .	.	10	8	.	40	6	29	.	10	1	1
Total Examined,	6	125	277	11	277	70	117	14	41	8	3
Proportion per cent. who passed with Honors.	83·3	60·0	54·9	27·3	51·3	62·3	27·1	85·7	39·	75·	33·3
Ditto, without Honors, .	16·7	32·	42·2	72·7	31·3	29·6	23·1	14·3	30·6	12·5	33·3
Total Per-centage passed, .	100·	92·0	97·1	100·	85·6	91·9	75·2	100·	75·6	87·5	66·6
(Over Age.)											
Passed with Honors, . . . .	.	.	8	1	10	2	2	.	.	.	.
„ without Honors, . . . .	.	4	22	.	13	2	1	1	1	.	.
Failed, . . . . .	.	2	2	.	9	.	2	.	.	.	1
Total Examined, . . . .	.	6	32	1	32	4	5	1	1	.	1
Proportion per cent. who passed with Honors.	.	.	25	100·	81·2	50·	40·	.	.	.	.
Ditto, without Honors, .	.	66·7	68·7	.	40·0	50·	20·	100·	100·	.	.
Total Per-centage passed, .	.	66·7	93·7	100·	71·3	100·	60·	100·	100·	.	.

with Honors, (3) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.												Middle Grade (Of the Prescribed Age).
Ullis.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
2	41	1	32	27	3	.	2	27	31	22	0	Passed with Honors.
2	52	21	37	62	1	1	13	61	101	107	4	" without Honors.
.	77	15	18	50	1	.	3	69	53	53	1	Failed.
4	200	35	127	129	5	1	15	161	183	212	14	Total Examined.
50	905	26	409	194	60	.	11.1	23	151	215	643	Proportion per cent. who passed with Honors.
40	41	553	449	446	20	100	72.2	397	537	505	286	Ditto without Honors.
100	615	579	838	64	80	100	83.3	637	718	75	929	Total Per-centage passed.
												(Over Age).
.	4	.	1	1	.	.	.	4	1	6	.	Passed with Honors.
.	8	4	3	2	.	.	.	10	13	12	.	" without Honors.
1	10	1	2	4	.	.	.	7	11	9	.	Failed.
1	22	5	6	7	.	.	.	21	25	27	.	Total Examined.
.	132	.	167	143	.	.	.	19	4	222	.	Proportion per cent. who passed with Honors.
.	364	80	50	286	.	.	.	476	52	444	.	Ditto without Honors.
.	546	80	687	429	.	.	.	696	56	666	.	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	9	16	68	1	50	23	33	8	13	9	1
„ without Honors, . . .	1	20	68	16	39	12	23	2	7	1	1
Failed,	1	18	2	1	13	9	7	1	6	1	1
Total Examined, . . .	10	56	138	17	133	41	63	10	20	10	2
Proportion percent. who passed with Honors,	90	28.6	50	5.9	37.6	56.1	52.4	80	65	90	50
„ „ without Honors,	10	35.7	49	94.1	29.5	29.3	30.6	20	35	10	50
Total Per-centage passed,	100	64.3	99	100	67.1	85.4	83	100	100	100	100
(Over Age).											
Passed with Honors, . . .	1	1	2	1	6	1	1	1	1	1	1
„ without Honors, . . .	1	1	10	1	3	1	1	1	1	1	1
Failed,	1	1	1	1	5	1	3	1	1	1	1
Total Examined, . . .	2	2	13	2	13	2	4	2	2	2	2
Proportion per cent. who passed with Honors,	50	50	15.4	50	46.2	50	25	50	50	50	50
„ „ without Honors,	50	50	76.9	50	53.8	50	75	50	50	50	50
Total Per-centage passed,	100	100	92.3	100	100	100	100	100	100	100	100

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.											Senior Grade (Of the Prescribed Age).
Celtic.	Algebra and Arithmetic.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
8	19	6	.	.	.	.	8	11	12	1	Passed with Honors.
25	34	11	1	1	7	26	54	55	1		" without Honors.
16	15	18	.	.	.	16	18	48	2		Failed.
49	68	35	1	1	7	50	83	113	4		Total Examined.
102	273	171	.	.	.	16	132	106	25		Proportion per cent. who passed with Honors
31	50	31	100	100	100	52	68	487	25		Ditto, without Honors.
667	673	779	455	100	100	100	68	753	593	50	Total Per-centage passed.
.	.	.	.	.	.	.	1	1	.	.	(Over Age).
.	2	4	.	.	.	1	1	3	7	.	Passed with Honors.
.	.	2	2	.	.	.	2	2	5	.	" without Honors.
.	.	2	2	.	.	.	2	2	5	.	Failed.
2	6	2	.	.	1	4	7	12	.		Total Examined.
.	.	.	.	.	.	25	113	.	.		Proportion per cent. who passed with Honors
100	667	.	.	.	100	25	413	683	.		Ditto, without Honors.
100	667	.	.	.	100	25	571	583	.		Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who pass, failed, and (4) the total number examined; also the proportion and (6) who pass.

GIRLS.

Total in all Grades (Of the Prescribed Age).	SUBJECTS.											
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.
Passed with Honors, . . .	23	281	911	7	1,019	139	230	21	24	16	4	27
“ without Honors, . . .	8	203	207	34	535	67	189	10	88	2	4	15
Failed,	1	148	85	4	287	20	151	2	50	3	1	12
Total Examined, . . .	30	632	1,203	45	1,822	217	569	33	233	21	9	54
Proportion per cent. who passed with Honors, . . .	76.7	44.5	77.9	15.5	55.9	63.9	41.3	63.7	29.6	76.2	44.4	50.0
Ditto, without Honors, . . .	26.7	32.1	17.7	75.5	29.1	30.9	33.7	27.8	57.7	9.6	44.4	33.3
Total Per-centage passed, . . .	93.7	76.6	95.6	91.0	85.8	94.8	75.0	91.5	79.3	85.8	88.4	83.3
(Over Age.)												
Passed with Honors, . . .	2	19	1	40	3	6	1	1	1	1	1	1
“ without Honors, . . .	5	104	1	61	5	9	1	2	1	1	1	1
Failed,	5	13	3	29	1	7	1	2	1	1	1	1
Total Examined, . . .	12	136	5	130	9	22	3	4	3	3	3	3
Proportion per cent. who passed with Honors, . . .	16.7	14.0	20.0	29.4	33.3	27.3	33.3	50.0	33.3	33.3	33.3	33.3
Ditto without Honors, . . .	41.7	76.5	20.0	47.0	55.6	40.9	33.3	50.0	33.3	33.3	33.3	33.3
Total Per-centage passed, . . .	58.3	90.6	40.0	76.4	88.9	68.2	66.7	100.0	66.7	66.7	66.7	66.7

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.												Total in all Grades (Of the Prescribed Age).
Book-keeping.	Euclid.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
56	335	375	8	6	4	4	19	270	325	167	19	Passed with Honors.
83	338	407	25	11	3	3	48	607	413	502	19	" without Honors.
67	219	379	16	18	3	1	21	543	170	440	10	Failed.
290	762	1,061	49	35	10	8	82	1,420	908	1,115	48	Total Examined.
27.2	25.9	29.9	16.3	17.1	40.	50.	21.6	19.	33.3	15.	29.6	Proportion per cent. who passed with Honors.
40.3	44.3	38.4	51.	31.4	30.	37.5	54.5	42.7	45.5	45.	39.6	Ditto without Honors.
67.5	71.2	64.3	67.3	48.5	70.	87.5	76.1	61.7	81.3	60.	79.2	Total Per-centage passed.
												(Over Age).
5	1	4	.	.	.	.	.	11	16	12	3	Passed with Honors.
14	18	14	3	.	.	.	3	39	44	53	5	" without Honors.
4	13	15	.	2	.	1	1	48	29	43	1	Failed.
23	32	33	3	2	.	1	4	93	89	118	9	Total Examined.
21.7	31	121	.	.	.	.	.	11.2	18	10.3	33.3	Proportion per cent. who passed with Honors.
60.9	50.3	42.4	100.	.	.	.	75.	39.3	48.1	48.1	50.5	Ditto without Honors.
82.8	59.3	54.5	100.	.	.	.	75.	51.	67.4	59.3	53.3	Total Per-centage passed.

TABLE V.—Showing the number of Students to whom £50 Prizes (Senior Grade) and Exhibitions were awarded.

	Senior Grade, £50.	Middle Grade, £50 a year, bursals for two years.	Junior Grade, £50 a year, bursals for three years.	Preparatory Grade, £50 bursals for one year.	Total.
Boys, . . .	24	49	187	100	360
Girls, . . .	10	21	71	83	185
Gross Total, .	34	70	258	133	495

TABLE VI.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
Boys:—				
Preparatory Grade,* . .	—	—	107	107
Junior " . . .	59	54	86	199
Middle " . . .	35	31	41	107
Senior " . . .	12	12	33	57
Total, . . .	106	97	267	470
Girls:—				
Preparatory Grade,* . .	—	—	43	43
Junior " . . .	21	17	52	90
Middle " . . .	10	11	24	45
Senior " . . .	7	7	11	25
Total, . . .	38	35	130	203
Gross Total, . . .	144	132	397	673

* 21 Book Prizes only were available in the Preparatory Grade.

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 53.)

—	Greek	Latin	English	French	German	Italian	Celtic	Spanish	Total
Boys:—									
Preparatory Grade, £2, .	4	8	4	6	2	2	6	—	31
Junior " £2, .	7	7	12	9	3	3	6	—	47
Middle " £3, .	3	4	5	3	1	1	4	—	21
Senior " £4, .	5	5	7	2	1	1	1	—	22
Total, . . .	19	24	28	20	7	8	17	—	123
Girls:—									
Preparatory Grade, £2, .	—	4	4	8	2	2	3	—	26
Junior " £2, .	3	2	6	6	3	3	2	—	24
Middle " £3, .	—	3	4	6	2	3	—	—	21
Senior " £4, .	3	4	6	2	—	2	—	—	15
Total, . . .	6	13	20	23	9	10	5	—	86
Gross Total, . .	25	37	48	43	16	18	22	—	209

TABLE VIII.—Showing the number of Students to whom Special Commercial Prizes were awarded. (Rule 49.)

—	Number.	Value.
Boys:—		£
Junior, £15,	4	60
Do., £10,	14	140
Do., £5,	15	75
Middle, £20,	1	20
Do., £10,	1	10
Do., £5,	1	5
Total,	36	£310

TABLE IX.—Showing the number of Students to whom Medals were awarded. (Rule 50.)

GRADE.	LARGE GOLD MEDALS.	SMALLER GOLD MEDALS.			
	First in Grade.	First in Classics.	First in English.	First in Mathematics.	First in Modern Languages.
Boys, {Senior, . . .	1	1	1	1	*1
{Middle, . . .	1	1	*1	1	1
{Junior, . . .	1	*1	1	*1	1
Girls, {Senior, . . .	1	1	1	1	1
{Middle, . . .	1	1	1	*1	1
{Junior, . . .	1	1	1	*1	1
Total, . . .	6	5	5	3	5

* In each of these cases the Student, being disqualified for award of the Medal (Rule 50, par. 6), has been awarded a Money Prize of £1.

TABLE X.—ACCOUNTS of the BOARD (original
(A) CAPITAL

	Securities.	Cash.
	£ s. d.	£ s. d.
Balance on 1st January, 1899,	1,028,409 11 8	—
Cash proceeds of Securities Sold,	—	4,470 8 0
£	1,028,409 11 8	4,470 8 0

(B) INCOME

RECEIPTS.	£	s.	d.	£	s.	d.
<i>In respect of the year 1898 :—</i>						
Cash Balance as per Report of 1898, . . .	1,076	17	7			
Income Tax refunded, . . .	916	13	4			
Amount of Cheque for Results Fees not presented, . . .	0	13	6			
Amount of Exhibition disallowed, . . .	10	0	0			
Locomotive Expenses refunded, . . .	0	12	6			
				2,004	16	11
[Gr. Balance, 1898, £1,742 12s. 11d.]						
<i>In respect of the year 1899 :—</i>						
Interest of Securities,	28,296	13	4			
" on Cash on deposit,	34	13	7			
Examination Fees,	1,010	12	6			
Do. (late) Fees,	10	17	6			
Sale of Waste Paper,	1	10	3			
Sale of Publications,	151	12	0			
				29,506	10	2
Cash proceeds of Securities Sold,				4,470	8	0
* [Dr. Balance, 1899, £872 8s. 5d.]						
				£	35,981	4 1

* There is a net liability, in addition to this Balance, estimated at £216.

Endowment) for the year ended 31st December, 1899.
ACCOUNT.

	Securities.			Cash.		
	£	s.	d.	£	s.	d.
Securities Sold,	4,400	0	0	4,470	8	0
Balance on 31st December, 1899	1,024,069	11	8	—		
	£ 1,028,469	11	8	4,470	8	0

ACCOUNT.

PAYMENTS.		£	s.	d.	£	s.	d.
<i>In respect of the year 1898:—</i>							
<i>Administration—</i>							
Incidentals,		40	19	7			
Printing and Stationery,		15	7	8			
Cost of Audit,		100	0	0	156	7	3
<i>Examinations—</i>							
Printing and Stationery,		91	10	5			
Petty Expenses,		5	10	10			
Minor Prizes,		6	0	0			
Results Fees,		2	9	6	105	16	9
<i>In respect of the year 1899:—</i>							
<i>Administration—*</i>							
Permanent Salaries,		3,244	17	0			
Writers,		555	4	2			
Rent,		64	12	4			
Printing and Stationery,		83	10	11			
Incidentals,		192	18	2	4,241	2	7
<i>Examinations—*</i>							
Examiners' Remuneration,		5,430	0	0			
Do., Locomotive Expenses,		44	5	3			
Do., Incidental and Petty Expenses,		4	7	8			
Centre Superintendents' Remuneration,		3,708	0	0			
Do., Locomotive Expenses,		578	17	0			
Do., Incidental and Petty Expenses,		360	6	5			
Hire of Rooms,		302	19	0			
Printing and Stationery,		1,292	19	11			
Petty Expenses,		605	8	3			
Locomotive do.,		11	12	8	12,338	16	0
<i>Rewards—</i>							
Money Prizes and Exhibitions, 1899 (new Awards),		5,041	0	0			
Retained Exhibitions of 1897 and 1898,		2,530	0	0			
Results Fees,		8,573	13	2			
Medals and Minor Prizes,		1,187	10	6	17,352	3	8
<i>Miscellaneous—</i>							
Income Tax to be refunded,		—			916	13	4
Balance,		—			870	4	6
					£ 35,981	4	1

* All Expenses of Administration and Examinations are paid out of the original Endowment of the Board, payments from the Local Taxation Grant being limited to Results Fees and rewards to Students.

TABLE XL.—ACCOUNTS OF THE BOARD (LOCAL TAXATION (DUES AND RATES) ACT) FOR THE YEAR ENDED 31st DECEMBER, 1899.

(A) INVESTMENT ACCOUNT.

	Receipts.	Cost		Receipts.	Cost.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Balance on 1st January, 1899,	15,505 0 10				
Transfer from Finance Account,	—	10,000 0 0	Cash invested in Government Securities (see per cent.),	—	10,000 0 0
Dividends (received, viz., Government New 2½ per cent. Stock,	10,505 0 0	—	Balance on 31st December, 1899,	45,000 10 7	—
£	45,000 10 7	£	£	45,000 10 7	£

(B) INCOME ACCOUNT.

	£ s. d.		£ s. d.
Balance on 1st January, 1899,	6,718 11 7	Exhibitions and Money Prizes,	10,000 0 0
Share of Local Taxation Dues, 1899-1900,	40,000 7 0	Exhibitor Fees	44,615 10 0
Interest of Securities,	5,000 0 0	“ “ in respect of the Year 1899,	57 12 6
“ “ on Cash on Deposit,	600 0 0	Purchase of Government New 2½ per cent. Stock,	10,505 0 0
Amount of Cheques for Exhibitor Fees (1899) not presented,	0 0 0	Balance on 31st December, 1899,	400 0 0
Amount of Exhibitions (1899) received,	10 0 0		
		£	£
			45,000 10 7

Given under our Common Seal
this 3rd day of May, 1900.



Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, } *Assistant Commissioners.*
JOHN C. MALET, }

NAMES OF THE COMMISSIONERS
OF
INTERMEDIATE EDUCATION (IRELAND).

The Right Hon. CHRISTOPHER PALLES, LL.D., Lord Chief Baron of the Exchequer in Ireland, Chairman.

The Right Hon. Mr. Justice MADDEN, Vice-Chairman.

The Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Provost, Trinity College, Dublin.

The Right Hon. O'CONOR DON, M.P., LL.D.

Rev. W. TODD MARTIN, D.D., D.LIT.

DAVID G. BARKLEY, Esq., LL.D.

His Grace The Most Rev. WILLIAM J. WALSH, D.D., Archbishop of Dublin.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, M.A., LL.D.

JOHN C. MALEY, M.A., F.R.S.

APPENDIX I.

LIST of PERSONS of whom a sufficient number were selected, with the approval of the LORD LIEUTENANT, to conduct the Examinations in 1899 (Rule 6).

GREEK AND LATIN.

- Armour, Rev. James B., M.A. (R.U.I.)
 Beare, John L., M.A., F.T.C.D.
 Bryce, A. Hamilton, LL.D.
 Butler, Edward G., Sen. Mod., T.C.D.
 Carleton, Rev. James G., B.D., Sen. Mod., T.C.D.
 Cotter, W. E. P., B.A., 1st Sen. Mod., T.C.D.
 Crokery, Rev. James, M.A., B.D.
 Dickey, Rev. R. H. F., M.A., B.D.
 Dougau, T. W., M.A., Ex-Fellow, St. John's College, Cambridge,
 Professor of Latin, Queen's College, Belfast.
 Doyle, Charles F., M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
 Exham, Gerard, M.A., F.T.C.D.
 Goligher, W. A., M.A., Sen. Mod., T.C.D.
 Hamilton, Rev. A. B., M.A., LL.B. (R.U.I.)
 Hitchcock, Rev. Francis R. M., M.A., B.D., Dub., 1st Sen. Mod., Univ.
 Student, T.C.D.
 Keeno, Charles, M.A. (Dub.), Professor of Greek, Queen's College, Cork.
 Kelly, Very Rev. J. J., Canon.
 Kennedy, Wm., M.A., Univ. Student (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
 Kerin, R. C. B., B.A.
 Macran, H. S., M.A., F.T.C.D.
 MacRory, Rev. Joseph, D.D., Professor, St. Patrick's College, Maynooth.
 Maguire, Rev. E., D.D.
 Mannix, Rev. D., Professor, St. Patrick's College, Maynooth.
 Marshall, Rev. P., Professor, Ecclesiastical College, Carlow.
 McCulla, James, M.A.
 McNeill, Hugh A., B.A. (R.U.I.)
 Molohan, John P., M.A. (Dub.), Sen. Mod., T.C.D.
 Montgomery, Robert, M.A., University Student (R.U.I.), B.A., 1st Class
 Classical Tripos, Cantab.
 Morrisroe, Rev. Patrick, The College, Maynooth.
 O'Dea, Henry, B.A. (Dub.), Mod., T.C.D., M.A. (R.U.I.)
 O'Farrell, Very Rev. J., Canon.
 Purser, Louis C., D.LITT., F.T.C.D.
 Rice, Rev. James, B.D. (Dub.), Sen. Mod., T.C.D.
 Riordan, Rev. Patrick.
 Rutherford, H. E., M.A., LL.D.
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.
 Sandford, Rev. Herbert, M.A., Sen. Mod., T.C.D.
 Sandford, Philip George, M.A. (Dub.), Professor of Latin, Queen's
 College, Galway.
 Sheehan, Rev. Michael, Professor, St. Patrick's College, Maynooth.
 Tyrrell, Robert Y., M.A., D.LITT. (Dub.), F.T.C.D.
 Valentine, W. J., M.A., 1st Sen. Mod., T.C.D.
 White, Dudley J., B.A. (Dub.)
 Wilkins, Rev. George, M.A. (Dub.), F.T.C.D.
 Wilson, Herbert, B.A. (Dub.), 1st Sen. Mod., T.C.D.

ENGLISH.

- Allen, Henry J., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Barlow, Jane.
Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.
Bastable, C. F., LL.D. (Dub.), Professor of Political Economy, University of Dublin.
Boyd, Andrew, M.A. (R.U.I.)
Carmichael, Rev. Frederick F., LL.D. (Dub.)
Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.
Colclough, John D.
Cooke, John, M.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.
Cowl, Richard P., B.A.
Coyle, Marie L., M.A.
Coyne, William P., M.A. F.R.U.I.
Cunningham, E. M.
Cusack, John.
Dixon, W. M., M.A., LLITT., Professor of English Literature, Mason College, Birmingham.
Donnellan, Rev. James, St. Patrick's College, Maynooth.
Donovan, R., B.A. (R.U.I.)
Evans, Rev. Henry, D.D.
Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.
Fitz-Henry, William A., M.A., LL.B.
Fogarty, Rev. M., D.D., St. Patrick's College, Maynooth.
Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
Hardy, William J., LL.D. (Dub.), Sen. Mod., T.C.D.
Hayden, Mary, M.A., Junior Fellow (R.U.I.)
Henry, Rev. J. Edgar, M.A. (R.U.I.)
Hogan, Katharine, M.A., Junior Fellow, R.U.I.
Hogan, Patrick J., M.A.
Humphreys, Rev. John, B.A.
Hyde, Douglas, LL.D.
Joyce, P. W., LL.D., Ex-Professor, Board of National Education.
Joynt, Maud A. E., M.A. (R.U.I.)
Kingston, Eileen, B.A.
Lyster, Thomas W., M.A. (Dub.), 1st Senior Mod., T.C.D.; Librarian, National Library of Ireland.
M'Brade, Rev. J. B., B.A. (R.U.I.)
Macartney, R. J., M.A.
McDonald, Rev. Walter, D.D., St. Patrick's College, Maynooth.
Macken, James J., B.A. (R.U.I.)
Magennis, William, M.A., F.R.U.I.
MacMullan, S. J., M.A. (R.U.I.), Professor of History and English Literature, Queen's College, Belfast.
Macran, Rev. Frederick W., B.A. (Dub.), 1st Sen. Mod., T.C.D.
Macran, Henry S., M.A., F.T.C.D.
Maturin, Charles, B.A., LL.B.
Megaw, R. D., M.A., LL.B. (R.U.I.)
Mulcahy, Rev. Cornelius, Professor of English Literature, St. Patrick's College, Maynooth.
Newcombe, Rev. J. D. E., B.A., D.D. (Dub.), Sen. Mod., T.C.D.
Nisolls, Archibald J., LL.B. (Dub.)
O'Leary, Rev. Patrick, D.D., St. Patrick's College, Maynooth.
O'Loun, Rev. Daniel, D.D., St. Patrick's College, Maynooth.
O'Riordan, Rev. M.

- Park, John, M.A., D.LITT. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
- Quinn, M. T., M.A., Univ. of London.
- Rainsford, Edwin G., B.A., Sen. Mod., T.C.D.
- Redmond, Frederick, B.A. (Dub.), Sen. Mod., T.C.D.
- Savage-Armstrong, George F., M.A. (Dub.), D.LITT., F.R.U.I.; Professor of History and English Literature, Queen's College, Cork.
- Semple, R. J., M.A.
- Smyth, Rev. J. Paterson, B.A., LL.D. (Dub.), Sen. Mod., T.C.D.
- Stanton, Lucy Vere.
- Steele, L. Edward, M.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.
- Story, Mary, M.A., University Student (R.U.I.)
- Taylor, John F., B.A.
- Welland, Rev. Charles W., B.A. (Dub.), Sen. Mod., T.C.D.
- Whelan, Rev. Denis, St. John's College, Waterford.
- Whitty, R. C. I., M.A. (Dub.), Sen. Mod., T.C.D.
- Woodburn, Rev. George, M.A., Professor, Magee College, Londonderry.

FRENCH.

- Amours, J. F., B. es L. French Master, Glasgow Academy.
- Bacon, John W., M.A. (R.U.I.)
- Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., Cardiff, South Wales.
- Barrère, A., Prof. of French, Royal Military Academy, Woolwich.
- Boiello, James, B.A. (Paris).
- Bailey, W. F., M.A., Prof. of Modern Languages, Queen's College, Cork.
- Cadie, Edouard, F.R.U.I. Officier de l'Instruction Publique.
- Cogery, A., B.A., LL. (Paris), Examiner in French, Trinity Coll., London.
- Decoudun, Lydie.
- Guilgault, U. O. Léony.
- Hogan, Rev. J. F., St. Patrick's Coll., Maynooth.
- Jansa, Elphège, Assistant Examiner in the University of London.
- Lowson, James.
- M'Wesney, Edmond J., M.A., M.B. (R.U.I.)
- Morgan, Rev. W. Moore, LL.D. (Dub.)
- Murphy, Thomas A., B.A.
- Nef, Otto C., M.A., London.
- Oger, Victor, French Lecturer, Univ. Coll., Liverpool.
- Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.
- Voegelin, A., B.A. (London).
- Walter, Herman, M.A., PH.D.

GERMAN.

- Buchheim, C. A., PH.D., Prof. of German in King's College, London.
- Fischer, E. L.
- Houston, Rev. J. D. C., B.A.
- Milner-Barry, E. L., M.A.
- Sels, Albert M., M.A., LL.D. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.
- Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.
- Weiss, A., M.A., PH.D., Professor of German, Royal Military Academy, Woolwich.

ITALIAN.

Dalla-Vecchia, Gio.
 Murphy, Rev. W. H., D.D.
 O'Keeffe, Rev. Barth. A., D.D.
 Ricci, Luigi, Prof. City of London College.

SPANISH.

Ramirez, Ricardo.
 Wheeler, Rev. Thomas, S.J.

CELTIC.

Flannery, T.
 Hickey, Rev. Michael P., D.D.
 Hogan, Rev. Edmund, S.J., D.LITT.
 Hyde, Douglas, LL.D.
 McCarthy, Rev. B., D.D.
 McNeill, John.
 Murphy, Rev. James E. H., B.A., Professor of Irish, University of Dublin.
 O'Growney, Rev. Eugene, Professor, St. Patrick's College, Maynooth.
 Olden, Rev. Thomas, B.A.

MATHEMATICS.

Alexander, J. J., M.A. (R.U.I.), B.A. (Cantab.)
 Altman, George J., LL.D., D.Sc., F.R.S., Ex-Professor of Mathematics, Queen's College, Galway.
 Barrett, Rev. Michael.
 Bergin, William, M.A. (Dub.), Sen. Mod., T.C.D., Professor of Natural Philosophy, Queen's College, Cork.
 Bernard, Rev. J. H., M.A., D.D. (Dub.), F.T.C.D.
 Best, Richard, M.A.
 Culverwell, Edward P., M.A., F.T.C.D.
 Dilworth, W. J., M.A., Professor, Board of National Education.
 Dowling, P. A. E., B.A.
 England, John, M.A. (Dub.), Ex-Professor of Natural Philosophy, Queen's College, Cork.
 Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.
 Gibney, James J., M.A. (F.R.U.I.)
 Griffin, Robert W., M.A., LL.D. (Dub.)
 Hooper, John, B.A., R.U.I.
 Inwood, Thomas W., B.A.
 Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.
 Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
 Joly, C. J., M.A., F.T.C.D.
 Kellicher, Stephen B., M.A. (R.U.I.)
 Kelly, Patrick.
 Larmor, Alexander, M.A.
 Leatham, John G., M.A.
 Leebody, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
 McClelland, J. A., M.A.
 McWeeney, Henry C., M.A., F.R.U.I., Sen. Mod. (T.C.D.)

- Moran, Rev Francis, M.A. (Dub.)
 Nixon, R. C. J., M.A.
 O'Doherty, Rev. Patrick A.
 Orr, Wm. M'F., M.A. (R.U.I.), Sen. Wrangler, Fellow of St. John's College, Cambridge; Prof. of Applied Mathematics and Mechanic Royal College of Science, Ireland.
 Panton, Arthur W., M.A., D.Sc. (Dub.), F.T.C.D.
 Power, Rev. Thos. R., Professor of Mathematics, St. Patrick's College, Thurles.
 Rambaut, Arthur A., M.A., D.Sc., Radcliffe Observer, Oxford.
 Rea, James C., B.A. (R.U.I.), Professor, Church of Ireland Training College, Kildare-place.
 Roberts, Rev. W. R. Westropp, M.A. (Dub.), F.T.C.D.
 Russell, R., M.A. (Dub.), F.T.C.D.
 Smith, Charles, M.A. (R.U.I.), 1st Sen. Mod. (T.C.D.), Univ. Student.
 Tarleton, Francis A., LL.D., D.Sc. (Dub.), F.T.C.D.
 Thrift, W. E., M.A., F.T.C.D.
 Yates, James, B.A., Sen. Mod., T.C.D.

ARITHMETIC AND BOOK-KEEPING.

- Bell, Hamilton.
 Browne, J. J.
 Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
 Dowling, E. Hughes, B.A., Math. Tutor, University College, Dublin.
 Farrelly, Daniel.
 Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.
 Houston, W. A., M.A.
 Irwin, Ven. Charles K., D.D. (Dub.)
 Macbeth, Rev. John, LL.D. (Dub.)
 O'Connor, George R.
 O'Connor, P. J., B.A. (R.U.I.).
 Sutcliffe, Rev. Thomas, B.A. (Dub.)
 Tristram, Rev. John W., M.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.
 Warnock, Rev. W. J., B.A. (R.U.I.)
 Whitton, Frederick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

- Anderson, Alexander, M.A., Fellow of Sydney Sussex College, Cambridge
 Professor of Nat. Phil., Queen's College, Galway.
 Burke, John, B.A., Sen. Mod., T.C.D.
 Coffey, George, B.E. (Dub.), Sen. Mod., T.C.D.
 Dixon, Margaret K., M.A.
 Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D.
 Gillespie, John R., M.A.
 Johnston, Rev. John, M.A.
 Joly, John, D.Sc., F.R.S.
 Paul, John, B.A. (R.U.I.)
 Preston, Thomas, M.A. (Dub.), F.R.U.I., F.R.S.
 Scott, W. A., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.
 Stewart, John Houston, B.A., F.R.U.I., B.Sc. (London); Professor of Experimental Physics, University College, Dublin.

CHEMISTRY.

- Adeney, Walter E., D.Sc., F.I.C.,
 Dixon, Augustus E., M.D., F.C.S., Prof. of Chemistry, Queen's College,
 Cork.
 Foy, P. Bertram.
 Letts, Edmund A., Ph.D., F.C.S., Professor of Chemistry, Queen's College,
 Belfast.
 M'Hugh, Michael, M.B. (Dub.), Senior Med., T.C.D.
 Moss, Richard J., F.C.S., F.I.C., Registrar and Chemical Analyst, Royal
 Dublin Society.
 Pratt, J. Dallas, M.A., M.D.
 Robertson, Mary W., M.A. (R.U.I.)
 Werner, Emil A., F.C.S.

BOTANY.

- Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Nat. Hist., Queen's Coll.,
 Galway.
 Blayney, Alexander, M.A., M.B.
 Dixon, Henry H., B.A., Sen. Med., T.C.D.
 Hanna, William, M.A.
 Sigerson, George, M.D., M.Ch. (R.U.I.)
 Wright, Ed. Perceval, M.D. (Dub.), Prof. of Botany, University of
 Dublin.

DRAWING.

- Atkinson, George M., Exam., Science and Art Department, South
 Kensington.
 Carroll, John, Art Master, Hammersmith Training Coll.
 Conan, Florence.
 Crowther, W. E.
 Hine, William Egerton.
 Langman, A. W. F., Senior Drawing Inspector to the London School
 Board.
 Lindsay, Thomas M., Drawing Master, Rugby School.
 Mulligan, James A.
 O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)
 Prendergast, P. J., A.M.I.C.E.
 Rawle, John S., F.S.A.
 Scully, T., B.E. (R.U.I.)

THEORY OF MUSIC.

- Bewerunge, Rev. H., St. Patrick's College, Maynooth.
 Gick, Thomas, Mus.D. (Dub.)
 Jozé, T. R. G., Mus.D. (Dub.)
 Marks, J. Chr., Mus.D. (Oxon.)
 Merrick, Frank, Mus.D.
 Muntz, Ellie.
 Patterson, Annie, Mus.D.
 Rogers, Brendan J.
 Seymour, Joseph, Mus.B.
 Smith, Joseph, Mus.D. (Dub.)

DOMESTIC ECONOMY.

Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.
Daly, Mary.
Gallaher, Fannie M.
Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.
MacCarthy, Margaret.
Moore, Elizabeth.
Roche, Antony, M.R.C.P.I.
Todd, Mary Bellingham.

SHORTHAND.

Boyle, M. F.
Bunbury, George William.
Healy, F. C. Wallis.
Holt, Henry.
Hunt, Henry.
O'Malley, M. T.
Ryan, Charles.

APPENDIX II

LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO
CONDUCT THE EXAMINATIONS IN 1899.

GREEK AND LATIN.

Carleton, Rev. James G., B.D.
Dongan, T. W., M.A., Professor of Latin, Queen's College, Belfast.
Doyle, Charles F., M.A.
Goligher, W. A., M.A. (Dub.)
Kelly, Right Rev. Monsignor, D.D.
M'Culla, James, M.A.
MacRory, Rev. Joseph, D.D.
O'Dea, Henry, B.A.
Rice, Rev. James, B.D.
Ryan, Rev. Innocent.
Wilkins, Rev. George, M.A., F.T.C.D.

ENGLISH.

Bastable, C. F., LL.D. (Dub.), Professor of Jurisprudence and Political
Economy, Queen's College, Galway.
Coyne, William P., M.A., F.R.U.I.
Donellan, Rev. James.
Donovan, R., B.A.
Evans, Rev. Henry, D.D.
Hayden, Mary, M.A.
Henry, Rev. Edgar, D.D.
Hogan, Katharine, M.A.
Macken, James J., B.A.
Macran, Henry S., M.A., F.T.C.D.
O'Loan, Rev. Daniel, D.D.
Redmond, Frederick, B.A.
Semple, Rev. R. T., M.A.
Smyth, Rev. T. Paterson, LL.D.
Taylor, John F., B.A.
Woodburn, Rev. George, M.A.

FRENCH.

Bacon, John W., M.A.
Barrère, A.
Cadé, Edouard, F.R.U.I.
Decoudun, Lydia.
Guilgault, U. O. Léony.
Hogan, Rev. T. F., D.D.
Oger, Victor.
Spencer, Frederic, M.A.

GERMAN.

Seiss, Albert M., LL.D.

SPANISH.

Ramirez, Ricardo.

ITALIAN.

Murphy, Rev. W. H., D.D.

CELTIC.

M'Neill, John.

MATHEMATICS.

Barrett, Rev. Michael.

Dilworth, W. J., M.A.

England, John, M.A., SC.D.

Gibney, James J., M.A.

Johnston, Swift P., M.A. (Dub.)

Larmor, Alexander, M.A.

Leathem, John G., M.A.

Leebody, John R., D.Sc. (R.U.I.)

M'Wenny, Henry C., M.A., F.R.U.I.

O'Doherty, Rev. Patrick A.

Power, Rev. Thomas R.

Roberts, Rev. W. R. Westcupp, M.A., F.T.C.D.

ARITHMETIC AND BOOK-KEEPING.

Dowd, Rev. James, B.A. (Dub.)

Fitzpatrick, S.

Houston, W. A., M.A.

O'Connor, George R.

Tristram, Rev. John W., M.A., D.D. (Dub.)

NATURAL PHILOSOPHY.

Stewart, John Huston, B.A., B.Sc.

CHEMISTRY.

Werner, Emil A., F.C.S.

BOTANY.

Anderson, R., M.A., M.D. (R.U.I.)

DRAWING.

Atkinson, George M., Examiner, Science and Art Department, South Kensington.

Carroll, John S., Art Master, Hammersmith Training College.

Lindsay, Thomas M.

O'Brien, Edward Stewart, B.A., B.E.

THEORY OF MUSIC.

Seymour, Joseph, MUSE.

DOMESTIC ECONOMY.

Daly, Mary.

Moore, Elizabeth.

SHORTHAND.

Bunbury, George William.

O'Malley, M. T.

APPENDIX III.

EXTRACTS FROM THE REPORTS OF THE EXAMINERS,
1899.

GREEK.

SENIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of Rev. GEORGE WILKINS, B.D.

SENIOR GRADE.

The boys and girls who presented themselves in this Grade showed that they possessed a good grasp of the language and grammar, and did the prescribed passages fluently and well, and had evidently worked hard. But in Composition only few showed thorough ease and facility; the work of the majority was somewhat stiff and awkward, though manifesting considerable effort and zeal.

SENIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of W. A. GOLIGHER, M.A.

The Senior Grade Paper was concerned with the Ninth Book of the Odyssey, Greek History, and Translation at Sight. The answering in every department was of solid excellence, only 33 boys out of 148 failing to obtain over half the maximum. Such a result on a widely-ranging paper speaks volumes for pupils and teachers alike, and shows that they require no hints from the examiner. One noteworthy and pleasing feature was the number of elaborate and accurate descriptions of the Parthenon, accompanied in several cases by a neatly-drawn plan. A special word of praise is due to the girls, ten in number, whose marks, with only two exceptions, ranged from 50 to 80 per cent.

MIDDLE GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of Rev. GEORGE WILKINS, B.D.

The Grammar questions and translation were well done, but the compositions as a rule did not come up to my expectations. In this Grade (and the Senior Grade) the use of literal translations equalizes the bad and good scholars too much, leaving very slight difference between them, although the Composition reveals the widest disparity in their attainments. In both these grades the compositions would be better if more Greek authors were read than at present.

MIDDLE GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of W. A. GOLIGHER, M.A.

The Middle Grade Paper dealt with History, Translation at Sight, and "Scenes from the *Alcestis* of Euripides." The answering of the girls was even better than in the Senior Grade, but that of the boys did not produce quite so favourable an impression. A good knowledge of the prescribed work was displayed, but neither the parsing nor the scansion reached a high level, and the renderings were as a rule couched in uncouth English. The last-named fault is all the more surprising as the questions in History were excellently answered in nearly every case. The affair at Pylus, in particular, was narrated with wonderful vigour, fluency, and correctness of style. The somewhat difficult passages set for translation at sight were attempted by the majority with a very fair measure of success, and there is no better criterion of the knowledge of the language. On the whole, then, we may very well regard the Middle Grade as a diamond in the rough, and confidently expect that another year's association with the Greek writers will produce the polish which is at present lacking.

JUNIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of REV. JAMES RICE, B.D.

The answering in Greek in the papers which I have examined was remarkably good. More than 50 per cent. were of a very high average, and both Grammar and Composition were characterised by great accuracy. In many of these papers, however, which were otherwise accurate, there appeared to be considerable neglect of even the simplest rules of accentuation. I would recommend that the attention of students and teachers should be specially directed to this point, and also to the cases where *iota subscriptum* should be used. The Writing in the great majority of the papers was remarkably good and neat, and the Spelling, as a rule, very correct, exhibiting a very marked contrast in these respects to the papers of most of the Latin candidates whose papers I examined.

JUNIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of HENRY O'DEA.

Boys.—A high standard of excellence was reached by the majority of the candidates on this paper, which showed that the work had been carefully and thoroughly prepared. The portion of the paper dealing with the selections from Lucian was very well done. I found, however, that a number of candidates instead of translating certain words of one of the Greek passages before them, substituted the meanings of words occurring in the sentence immediately following the piece set. On the whole the answering in parsing was good, and many displayed an intimate acquaintance with their work by the full answers on the question on the matter of the book.

The majority of the candidates translated the unseen passages with accuracy, and their proficiency in Greek was made clear by their knowledge of the peculiar Greek idioms in the second passage. In

History, too, the answering was often good, and the Atlas seemed to have been studied, judging by the number of correct answers to the Geography question. I am pleased to have to add that the English style was generally excellent. The spelling, on the whole, was fair, but greater attention should be paid to the spelling of proper names.

About 25 per cent. of the over-age candidates displayed a fair knowledge of their work as shown by their answering, and of these a few did very well. There was a marked falling off in translating the unseen passages and in the answering in History, as compared with the rest of the boys.

Girls.—Eleven girls were examined in this paper, half of whom acquitted themselves very creditably. The answering in Lucian was nearly as good as that of the boys, and a fair knowledge of History was shown by two of the candidates. Only one girl attempted with success the second piece of unseen translation.

PREPARATORY GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of Rev. GEORGE WILKINS.

These young students had made most admirable and commendable efforts to conquer Greek, and the only very salient flaws in some instances were that *iota subscriptum* was often omitted or wrongly inserted, and breathings ignored.

PREPARATORY GRADE.—SECOND PAPER.—BOYS AND GIRLS

Report of W. A. GOLIGHER, M.A.

The subjects with which this paper dealt were:—Xenophon (*Tales from the Cyropaedia*), Translation at Sight, and Outlines of Grecian History to B.C. 479. Nearly all the candidates displayed a thorough knowledge of the author, giving accurate translations in good English, and showing that they had been carefully instructed in the parsing of difficult verb forms. The translation at sight was also extremely good, and the marks in this branch seldom fell below a well-deserved 70 per cent. I should mention that the boys who obtained highest marks in the author invariably excelled in the unprescribed passages. This is a fact of the utmost significance, proving conclusively that the accusations of cramming so frequently brought against Irish teachers are gross libels so far as the study of Greek is concerned. I regret that it is impossible to speak in the same high terms of the method in which they teach History. The prescribed course covers only seventy-two pages in Smith's smaller work, and the questions asked touched only on the outstanding events and personages of the period, such as Solon, Cleisthenes, Miltiades, Salamis. Yet, while only nineteen boys out of ninety-three fell below half marks on the rest of the paper, this feat was accomplished in History by no less than fifty-two and many of those who avoided this disgrace did so by a very small margin indeed.

The Handwriting of the candidates had at any rate the supreme merit of legibility, with but three exceptions; while their Spelling, though not perfect, was very seldom disgraceful.

Three girls presented themselves for examination: all were good, one actually obtaining ninety-three per cent. of the total marks.

LATIN.

SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of THOS. W. DOUGAN, M.A.

As compared with previous occasions on which I have examined the same work, I think that probably the average is somewhat improved, and there is a smaller number of very bad papers, but on the other hand the best candidates did not impress me so favourably as before, few of the candidates maintaining a uniform excellence of work throughout the paper.

Good marks were commonly obtained on the questions on metre, but this result was in very many instances due to the merest cramming. For example, some set down in their answers, and more in their rough work, memorial initial letters from which to construct the scheme of the Alcaic stanza. A large number gave the scheme of the Sapphic or of an Asclepiad stanza instead of the Alcaic. Many had learnt by heart a specimen Alcaic stanza and yet could not from thence deduce the scheme of that stanza. The prescribed author (Sallust's *Jugurtha*) had evidently been hurried over, in most cases, in a slipshod way, the difficulties being very generally ignored. In many instances erroneous views were served up from worthless editions, although there is a very sound English edition to be had at a moderate price. It seems a part of the teacher's duty to compare editions and select the best.

It is many years since I last examined for your Board a paper containing a passage for translation into Latin verso. On that occasion a very small percentage of candidates attempted that subject. On the present occasion a very large proportion, some forty per cent., of the candidates have attempted to write verse, but only a very small number gained any marks. In one or two favourable specimens I thought I detected a passing resemblance to the fragments of Ennius; there were not three who could write two consecutive lines with the quantities, much less with the rhythm, of Virgil or Ovid.

I should recommend future candidates to give more time and thought to the prescribed authors and not to waste time during the examination in trying to write verses unless they have had considerable practice in that department.

SENIOR GRADE.—SECOND PAPER.—BOYS.

Report of CHARLES F. DOYLE, M.A.

The prescribed translation (Horace—Odes IV., and *Ars Poetica*) was on the whole very good, the most noticeable defect being a tendency to paraphrase and "make good English" at the expense of accuracy. This defect was by no means general, and when present was frequently confined to one or two sentences presenting difficulties. The phrase "*est animus tibi . . . consul—non unius anni*" (occurring in the second piece set for (prescribed) translation) was not properly understood, many of the explanations given being obviously unintelligent guesses. The knowledge of quantity and scanning was by no means satisfactory.

The unprescribed translation was very well done with the exception of the last two sentences of the prose passage. Here the majority of the candidates were at fault, but a great many of them redeemed the fault by showing an intelligent appreciation of the difficulty; some few candidates gave a really excellent translation of what is undoubtedly a difficult passage.

The History was thoroughly well known.

I deem it well to draw attention to a highly inconvenient practice in vogue among candidates—the practice of splitting up the answer to a question and giving portion of it at one part of the answer-book and portion at another. Candidates should be taught to answer the questions (as far as possible) in the order in which they are set; but, when this cannot be conveniently done, they should at least give the answers to each question (and to the various sub-divisions of each question) at the same part of the answer-book. Candidates should also be careful to number their answers correctly and distinctly.

SENIOR GRADE.—FIRST PAPER.—GIRLS.

Report of THOS. W. DOUGAN, M.A.

I have examined the First Paper of the girls of the Senior Grade for the present year.

Their answering presented the same general features as that of the boys of the same grade. Their average was somewhat lower all round. Few girls did really good work. The majority seemed to have had very little teaching in the subject or else very defective teaching.

SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of CHARLES F. DOYLE, M.A.

The answering of the girls on this paper was distinctly good. They showed a better knowledge of quantity and metre than the boys of the same grade, as well as a better acquaintance with the subject matter (as distinct from the translation) of the prescribed works. In History and Unprescribed Translation they were not so good but were still deserving of considerable praise.

MIDDLE GRADE.—FIRST PAPER.—BOYS.

Report of THOS. W. DOUGAN, M.A.

I have examined the First Paper of the boys in the Middle Grade (Latin).

The Grammar questions were in most cases carefully answered, yet a very large proportion of the candidates systematically disregarded the most elementary grammatical rules throughout their Latin prose composition. Even in the case of the best candidates very few wrote all five of the sentences required in good Latin. Those who did the short sentences well generally broke down in the long passage and *vice versa*. Some boys seem to think that every short sentence set for translation into Latin prose must be a kind of *conuadrum* that no one could hope to answer, while others regard all longer passages as involving very advanced work to which they are quite unequal.

If the teacher can write good Latin prose himself he ought to be able easily to show that sentences are usually set which involve only a very limited and familiar vocabulary, and the application of ordinary rules of grammar, and that there is no gulf between short sentences and continuous prose, the latter being more sentences properly linked together.

About forty per cent. of these candidates wrote "Verse." About 39½ per cent. got 0 as their mark for this exercise. No candidate wrote good verse; a few wrote one passable line, and one wrote as many as three out of six such lines. The majority wrote execrable prose as a substitute for verse, cutting it into lengths, and in many cases putting on marks of quantity which helped to eke out the resemblance.

The over-age candidates seemed better prepared than on previous occasions, but they are as a class distinguished from their juniors by a tendency to neglect grammar.

MIDDLE GRADE.—SECOND PAPER.—BOYS.

Report of CHARLES F. DOYLE, M.A.

This paper contained two passages for translation from the prescribed verse author (Vergil), questions calculated to test the candidates' knowledge of quantity and ability to scan, two passages (prose and verse) for translation at sight, and questions on a prescribed period of Roman History.

Most of the candidates did the prescribed translation very well, showing a correct appreciation of the formation and interdependence of the various clauses and sentences. Some of them however gave in their own words the general effect of the narrative without attempting to keep in any way to the details of the text.

The knowledge of quantity (tested by isolated words) was not satisfactory, but a marked improvement was shown in the scanning of lines from the prescribed author, the candidates being obviously guided to the correct quantities by a thorough understanding of the scheme of the Hexameter.

In the translation at sight the tendency to jump at the sense (referred to above with regard to the prescribed translation) was very marked in the case of such phrases as embodied any exceptional construction. The other portions of the passages were well rendered, and, on the whole, the verse passage was better done than the prose.

The knowledge of History was quite satisfactory.

MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of REV. INNOCENT RYAN.

The girls of this grade did, on the whole, remarkably well. There was not a single instance of a girl not attempting the questions; there were not very many conspicuously bad papers; but neither, on the other hand, were there many super-excellent ones. There was, however, a very large percentage of *good* papers. This very general *goodness* ought to be the highest commendation of the Intermediate system.

As was to be expected, the versification was the great stumbling-block. Very few made any attempt at translation into Latin Verse, and only two or three peculiarly brilliant pupils succeeded in obtaining any appreciable marks in this department.

But in the other portions of the paper, notably in Grammar and Latin Composition, the girls showed solid and scientific instruction.

MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of Right Rev. MONSIGNOR KELLY, D.D.

I consider the answering of the girls (131) in this paper highly satisfactory, with the exception of that of the over-age candidates, which was poor. The percentage of failures in this paper was but slightly over six per cent., excluding those over-age: while over sixty per cent. passed with honours. A large majority got high marks for the translation of the unprepared passages, which was generally good, and in many cases very good. In scansion the answering on the whole was not so good. The Roman History questions were, as a rule, well and fully answered. On the whole, I was most favourably impressed by the answering of the Middle Grade girls, and I think that the uniform excellence of their examination gives proof of careful and successful work on the part of teachers and pupils.

JUNIOR GRADE.—FIRST PAPER.—BOYS.

Report of Rev. JAMES RICE, B.D., Rev. JAMES G. CARLETON, B.D.,
and Rev. GEORGE WILKINS, B.D.

The answering showed a considerable improvement on that of last year. In particular, far higher average marks were gained in the sentences set for translation into Latin. But a curious tendency, of which teachers should take note, was displayed, to disarrange the order of words and clauses. Sentences, otherwise correct, were sometimes spoiled by the insertion of the principal verb into the subordinate clause, or by other disturbance of the proper order of words.

The Grammar questions were, as a rule, well answered, with the exception of 3 (b), where the verbal forms presented for parsing especially *norunt* and *inquunt*, puzzled many of the candidates.

The passages selected for translation into English were, on the whole, correctly, if baldly, rendered. But the examiners noticed a general similarity in the English versions, the explanation of which was probably the use by the candidates of a printed translation—a practice which should be prohibited or carefully regulated.

The English Spelling and the Writing in the answer-book, were often deplorable. The examiners fear it is too often assumed by schoolmasters that when a pupil is admitted into the Latin class his further training in the elements of English education becomes superfluous.

JUNIOR GRADE.—SECOND PAPER.—BOYS.

Report of Rev. JOSEPH MACROBY, D.D., and JAMES MCCULLA, M.A.

We have much pleasure in testifying that the papers we have examined were, on the whole, very satisfactory, and gave evidence of careful study and sound teaching. As is usual in the Junior Grade, the parsing was not as well done as the translation. We are happy to say that more attention is being devoted to Prosody, and that there is a decided improvement, in this respect, upon preceding years. Much, however, still remains to be desired, and we have doubts if sufficient attention can ever be secured for this subject by a written examination.

The Book of Virgil prescribed seems to have proved too difficult for many of the candidates: by a large number the passages from it were simply not touched at all. In the first extract the slovenly mis-spelling of proper names is very noticeable: in the second, the frequent failure to grasp a somewhat difficult construction; while the third, with its unfamiliar words—*crates, thoracæ, acreas, tessæ, classica, lorica*—was too severe a test for the memory of many. But, on the whole, considering the difficulty of such an author as Virgil for the junior student, the results are not unsatisfactory.

The translation of the unprepared Prose was extremely good, and showed that the large majority of the candidates, besides being furnished with a good vocabulary, are thoroughly familiar with the simple Latin constructions. The unprepared Poetry was more difficult, and only the best boys made anything like a fair attempt at translating it.

The standard of answering in Roman History was much the same as in former years. It was remarkable, however, that, in many cases, the more difficult questions were answered, while the easier ones were not. This, we fear, arises from the fact that some teachers, instead of urging the students to honestly master the whole period of History, are in the habit of anticipating certain questions and directing special or exclusive attention to them. It is unnecessary to say how unfair to the pupils, and how utterly uneducating such a method of teaching History would be.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of JAMES MCCULLA, M.A.

The easier Grammar questions, involving only exercise of the memory, were very well answered by the great majority of the candidates; but questions like 4 and 5 (a) (Give the other degrees of comparison of *nequior, gravior, benevolentissimus, acerrime, intimo*. Write sentences illustrating the construction of *interest, spero, minor*), which required thought as well, proved stumbling blocks to many. A few of the compositions were very good, and the general level was satisfactory; but there were many cases of fairly good Grammar papers followed by compositions which were almost worthless. The fifth sentence (*The richer he becomes, the more he desires*) was very generally missed.

In the case of the test for quantities, in many cases the suspicion is aroused that correctness is merely the result of chance.

In the Translation the "Ordo" test often showed the weakness of those who seemed to have prepared by rote a translation of the book, as well as of many inaccurate students who recognised the words, or some of the words, and then invented the connection for themselves. Reliance on the memory rather than a knowledge of the language or considerations of sense was common enough. Words not set on the paper at all, but occurring near the passage set were translated; and nothing but a confused memory, with little thought of the sense, could have produced the repeated rendering of "*cum infestis pilis*" (translated in the vocabulary of the text-book "with pointed javelins") by "with poisoned javelins.

The detached words for explanation and the questions arising out of the text were done fairly well.

JUNIOR GRADE.—SECOND PAPER.—GIRLS.

Report of HENRY O'DEA, M.A.

The answering of the girls on this paper did not, as a rule, rise above mediocrity. The translation of the passages from the prescribed book (vii.) of Virgil, *Æneid*, was often well done. A large number of candidates, however, in translating frequently disregarded simple rules of Latin Grammar. It may serve some useful purpose to give instances of the errors usually committed. In the sentence "*primæque oriens crepta juventa est*" (l. 51) *prima juventa* was treated as a nominative case; *te* was taken in agreement with *victa* in the lines "*Sed te victa situ verique effeta senectus . . . curis nequiquam exerceat*" (ll. 440-1); and *gerent* (l. 444) was almost invariably taken as a present subjunctive. The parsing was far from satisfactory, the case of the words being often the only point mentioned, while attempts at marking quantities and scanning were, as a rule, incorrect. The prose passage for translation at sight was rendered with accuracy by the majority of the candidates; but only a small number attempted the unseen verse with any measure of success.

The three first questions of History were generally answered correctly. The fourth was either left severely alone or the answers were for the most part incorrect.

Bad Spelling in the case even of the most ordinary words was of frequent occurrence, and the English style was not often noticeable for grace or polish.

PREPARATORY GRADE.—FIRST PAPER.—BOYS.

Report of Rev. INNOCENT RYAN.

To say the answering of the boys in this grade was generally good was to say but half the truth. I consider the answering most creditable: in fact, it has been to me a marvel how so large a percentage of young lads could have acquired so firm a grasp of the genius of the Latin language. Not only were the Grammar questions for the most part well answered and the "author" well translated, but the Latin Composition was pre-eminently well done. There were dozens of cases where boys obtained 80, 85, 90, and 95 per cent., and two cases of 98 per cent., marks for Latin Composition.

The teachers of the Intermediate schools deserve to be congratulated on this splendid result of truly efficient teaching.

There were evident signs of weakness in Prosody, but I consider the means adopted within recent years—viz., of setting a passage expressly for the marking of quantities—will soon have a very beneficial effect.

PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Report of Right Rev. MONSIGNOR KELLY, D.D.

The answering of the Preparatory Boys (780) in the Second Paper this year was decidedly better than last year. A larger number passed, and a much larger number, nearly double, passed with honours, in this paper. On every part of the paper, translation of prescribed author, translation of unseen passages, parsing, prosody, and history, there was superiority to last year. This may be partly accounted for by the exclusion of a large number of the youngest boys from the examination this year. On the whole, I consider the answering in this paper satisfactory for boys so young. Many candidates got full marks, and very many got nearly full marks for the translation of the passages from the appointed author, Ovid. Some, though very few, got nearly full marks, many got high marks, and considerably over half (fifty-four per cent.) got fifty per cent. for the translation of the unseen passages.

The Roman History was, on the whole, well prepared; but a considerable number were silent on the History questions, and in some cases there was evidence that an unsuccessful effort had been made to get up a knowledge of the History for the examination in a brief period.

In the translation of the unseen passage great ignorance was shown in many cases of elementary syntax, the agreement, dependence, and government of words in simple sentences.

The most unsatisfactory part of the paper was the answering to Questions 2, 3, and 4, in parsing and the conjugation of verbs. A considerable number, who had given a good translation of the prescribed passages, passed over the questions on parsing. Very many merely gave the case of the noun or adjective, the mood and tense of the verb, giving no rule or reason; while some showed their ignorance of what is meant by parsing by such answers as *fratribus* is in the dative or ablative; *terga* is in the nominative, accusative, or vocative. It was remarkable how large a number were under the impression that *carbasa tenta nota*, in Question 3, were in the ablative absolute. I think that, as a rule, greater attention should be paid to parsing in this Grade.

A considerable number made no attempt to answer Question 5, on Prosody. The answering in this question was not, on the whole, so good as in other parts of the paper.

While in some cases the answers were divided into parts by the answers to other questions, a large proportion of the papers were neatly written, legible, and arranged with order.

Constant teaching, practice, and correction in parsing and translating the unseen passages, are absolutely necessary in preparing pupils for the Preparatory Grade.

PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

Report of REV. INNOCENT RYAN.

The usual gradations of "excellent," "good," "bad" are to be made in the answerings of the pupils of this grade, but this year there is a much larger percentage of "excellent" and "good" than in any previous year of my experience.

The Latin author was well translated, the Grammar questions were on the whole fairly answered, the Latin Composition was really well done. The Prosody was the weak point—the answering generally seemed to be a mere matter of guess. The questions set to test the knowledge of the matter (generally) of the author were very badly answered; I would consequently recommend the teachers of our girls' schools to pay more attention to the *reading* of the Latin and to the general scope of the prescribed author.

PREPARATORY GRADE.—SECOND PAPER.—GIRLS.

Report of RIGHT REV. MONSIGNOR KELLY, D.D.

The answering of the girls (142) was, on the whole, somewhat better than that of the boys. A larger percentage got pass-marks on this paper; but this might be expected, considering the difference in numbers. A larger percentage of the boys, however, passed with honours. The remarks regarding the boys as to parsing, prosody, and unseen translation apply also to the girls. On the whole, I was pleased with the answering in this paper of the Preparatory girls.

ENGLISH.

SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of REV. HENRY EVANS, D.D.

The Compositions written by the boys of the Senior Grade are shorter than those of last year; but, on the whole, they are more carefully thought out, the matter is more germane to the subject, and the diction (at least of the better portion) is more appropriate. Improvement is specially obvious in the case of those writers on "The Character and Policy of Bolingbroke." Many of the Compositions on the lines

"Wise men ne'er sit and wail their woes,
But presently prevent the ways to wail."

are founded on a misapprehension of the meaning of the quotation, and are really essays on "The Folly of fretting over Failures."

The answering in *Grammar* is generally good, often excellent; but in too many cases it fell below what might reasonably be required of Senior Grade candidates. When asked to "Explain what is meant by an adverb," the wording of the question shows that the students

were expected to elucidate, with some degree of fulness, the function which an adverb fulfils; but too many merely quoted the text-book formula, "An adverb is a word that qualifies a verb, an adjective, or another adverb."

Nearly all the candidates correctly define *sentence* and *complete sentence*, and aptly exemplify their definitions; but very many fail to define *phrase* and *clause*, especially the former. The passage set for *analysis* was chosen, in the hope that students would apply their definitions of these terms to its several members, and some have done so in quite a masterly manner. Generally speaking, the *analysis* is creditable to the candidates.

The questions in *Historical Grammar*, with the exception of some confusion as to the use of the terms *syncope*, *epithesis*, and *metathesis*, have been, on the whole, satisfactorily answered.

Shakespeare's *Play, Richard II.*, has been intelligently studied. All the questions have been well answered, except the one on *meter*. Every student, it may be assumed, could fairly explain the general structure of Shakespeare's verse; but when asked to divide certain selected lines into their several feet, and say what kind of foot each is, not more than one-fourth were able to accomplish the task.

Taken as a whole, the answering exhibits gratifying evidence of fidelity and painstaking on the part of the teachers, and really intelligent progress on the part of the students. Of "crum" the answer-books show no trace.

SENIOR GRADE.—SECOND PAPER.—BOYS.

Report of Rev. R. J. SEMPLE, M.A.

The answering of the candidates in this Grade was fairly satisfactory. The prescribed text-book was evidently studied with interest and care, and few failed to come up to the pass standard in this part of the course. In many cases, however, the point of the question was missed and frequently an attempt was made by diffuseness to cover apparent ignorance.

In the History section those questions which called for the exercise of judgment and discrimination were not so thoroughly or generally answered as those which merely made a draft on the memory, and only meagre details were given in cases where there was an evident demand for leading causes. Far too many students contented themselves by giving a dated list of Wellington's victories in the Peninsula, and refrained from entering upon what was asked in the question, a rapid description of his military achievements. Such mistakes would be avoided in the future after a few words of warning from the teacher, and an occasional exercise in correct apprehension.

Physical Geography was, as a rule, attentively studied, but few candidates scored anything like full marks on the Geography of America. It is to be feared that too often atlas and map were neglected with fatal consequences in the preparation of this subject.

In English Literature the question dealing with the chronology of Shakespeare's plays was well answered, but a request to name the great essayists of the 18th century frequently only called forth one or two names, and few thought of going beyond a single specimen of fact in sketching the careers of those who had attained high favor

in the State. While nearly all the candidates showed some knowledge of Dr. Johnson's works, many confounded Gery with Colley, and Donne with Hall, and in the sketch of their lives and writings merely gave lists of their principal works. Such failures would be remedied, as in the case of History, by a little more painstaking on the part of teachers, and a more attentive comprehension of the terms of the questions by pupils.

SENIOR GRADE.—FIRST PAPER.—GIRLS

Report of Rev. HENRY EVANS, B.D.

The answering of the girls on the First English Paper does not exhibit any feature that remarkably differs from that of the boys. Similar excellences and defects appear in both.

The girls' *Compositions* are frequently characterised by animation, generally by fluency, and not seldom by gleams of poetic fancy. Hand-writing and punctuation are considerably better than in the essays of last year.

For the most part, the girls have done well in *analysis*. As in the case of the boys, they often fail to properly define *phrase* and *clause*—a shortcoming which wise teachers will know how to explain, and hasten to remedy.

In general, the girls' answering in the Historical section of English Grammar is quite creditable, and in some cases evinces a knowledge above that afforded by the text-book. I am disposed to attribute this fuller knowledge to the superior instruction which these students have been privileged to receive.

The girls have studied the play, *Richard III.*, with manifest success. They make the required quotations with fulness and accuracy, and seldom fail to explain with clearness and point such words and phrases as have been set for explanation. They also show considerable acuteness in discerning motives and sketching the character of actors in the play.

As a rule, the girls describe Shakespeare's general mode of versification correctly enough, but deviations from the normal verse of five iambic feet perplex very many. The question on metre was framed with a view to test the average candidate's knowledge of verse structure, and the measure of ability to apply this knowledge, which such candidates generally possess. The answering shows that as regards both there is considerable room for improvement.

SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. R. J. SEMPLE, M.A.

While individual boys may have scored more highly than girls, yet I think the general answering of the latter was somewhat superior to the former, and exhibited fewer instances of total neglect and want of preparation. Some of the girls' papers, however, were marred by extreme diffuseness, and expression of unnecessary detail.

MIDDLE GRADE.—FIRST PAPER.—BOYS.

Report of JAMES J. MACKEN, B.A.

I can report that, with the exception of those of the weakest candidates, the compositions of the Middle Grade boys gave evidence of considerable care and diligence; that the handwriting, punctuation, spelling, grammatical expression, and neatness of the papers were, on the whole, very satisfactory. The efforts of a teacher cannot impart to the pupil originality of treatment or of subject matter, or brilliancy of style, and considering the age of the candidates, a very high standard in these "positive merits" of essay-writing cannot be expected, and I am glad to be able to report that the papers showed that much attention had been directed to the acquisition of what is within the powers of almost every pupil.

The working of the exercise in Analysis showed that many of the candidates were not sufficiently familiar with the analysis of complex sentences. Many stated correctly the subject, predicate, object, etc., of a sentence, and appeared unaware of the fact that a clause may be in itself the equivalent of a part of speech. This was shown also in the answers to Question 4, in which the candidates were asked to state "the kind" of two sentences. The answering of this question was poor, on the whole.

In connection with the subject "analysis" I would suggest the advantage of showing the work in tabular form. A model may be found in almost every grammar, and the adoption of such a method would be a considerable saving of time, if attended by no other favourable consequences to the candidate.

The chief feature calling for remark in the answers to the questions on Thomson's "Winter" was the poor answering of Question 8*, in which an explanation of certain phrases was asked.

On the whole, the candidates exhibited a good knowledge of the subject matter of the poem, and a high proportion gave the required quotation, but the answering showed that sufficient effort had not been made, in most cases, to understand the meaning of the actual words and phrases of the author.

MIDDLE GRADE.—SECOND PAPER.—BOYS.

Report of HENRY S. MACHAN, M.A.

On this paper I have to report a decided improvement on last year's answering. Lamb's Tales from Shakspeare seemed to have been diligently prepared—though, perhaps in many cases, with more regard to the words than to the meaning; thus from the answer given to Question 2, which asked for a description of the pranks of Puck, I should infer that not half a dozen of the candidates had been taught the true conception of Shakspeare's creation.

The History and Maps were well done. In Physical Geography alone one has to report very general failure. Questions of mere fact I found answered satisfactorily enough; but where any thinking was required, there was a collapse.

*8. Write explanatory notes on the following phrases:—

- (a.) "The frost-concocted globe
Draws in abundant vegetable soul."
- (b.) "lucid chambers of the South"
- (c.) "from Gothic darkness called."
- (d.) "As if old Chaos was again returned,

MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of JAMES J. MACKEN, B.A.

The compositions of the Middle Grade girls, taken as a whole, left much to be desired in those features of essay-writing which almost every pupil can acquire by care and practice.

The majority of the girls whom I examined were decidedly weak in neatness, handwriting, grammatical expression, and especially in Spelling. Some of the best essays of the Grade exhibited these defects in a marked degree. Of one grammatical mistake which I found in a large proportion of the essays, the following is an example: "If anybody studies the subject they will find," etc. An equally large proportion used "shall" and "will," "should" and "would," as in all cases, exactly interchangeable. Having said so much of their defects, I am glad to report that the girls' compositions reached a high standard in what I might call the "positive" merits of essay-writing. The best candidates showed very considerable skill in their treatment of the subject selected, in the arrangement and grouping of their materials: their essays also showed frequently more originality and thought than one might expect from the Middle Grade candidates. In all these features the girls of this year were much superior to the boys.

With regard to the other parts of the paper, little need be added to what I have said in my report on the boys. The answering showed remarkable uniformity amongst all the candidates—an uniformity of considerable merit.

With regard to the method of working the exercise in Analysis, I desire to make the same suggestion as I made to the boys. The answers to Question 8, although slightly better than those of the boys, were, on the whole, unsatisfactory. It appears that considerably more attention should be directed by all candidates to those portions of the work which this question was designed to test. The questions on the subject matter of the poem were answered in most cases with intelligence and judgment, and the quotation asked was very generally known.

MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of HENRY S. MACRAN, M.A.

What has been said of the boys' answering on this paper applies to that of the girls also, with this qualification, that the girls were, on the average, superior to the boys in every subject but Geography. They excelled them also by the correctness of their spelling, the absence of blots and blunders, and the general neatness of their papers. It is a pity that the work of many of the best of them was marred by their bad writing—not careless or crude writing which was common with the boys, but a carefully studied and matured cacography, which made every page of their answer-books an eye-sore.

JUNIOR GRADE.—FIRST PAPER.—BOYS.

Report of ROBERT DONOVAN, B.A., Rev. DANIEL O'LOAN, D.D., Rev. J. PATERSON SMYTH, LL.D.

The answering of the Junior Grade Boys in Composition, Grammar, and the prescribed poetical Authors was, speaking generally, extremely good this year, and the average marks will be found to compare most favourably with the corresponding averages in past years.

The improvement in Composition is very marked. Six years ago, scores of papers merited the barest pass marks. This year the average mark was over 50 per cent., the Honors standard of former years. The improvement testifies strongly to the wisdom of the changes in the rules relating to Composition. In a still considerable number of schools, however, spelling and punctuation seem to be neglected, and the compositions of the candidates from those schools are still characterised by those conversational vulgarisms to which attention has already been directed. The only adequate explanation of the disregard displayed in some of the Compositions for correct spelling and punctuation is slovenliness in teaching and a consequent carelessness and want of method on the part of the pupils. Of mistakes in spelling difficult or unfamiliar words we do not speak; but intelligent boys, if properly trained, should be able to spell words that they are using daily. Such blunders as "bole" and "boled" for "bowl" and "bowled," in the description of a cricket match; "gels" for "goal," and "tuch," "tutch," or "toutch" for "touch" in describing a football match should be impossible. It is inexcusable to find boys evidently intelligent and possessed a fair amount of grammatical and general knowledge, writing that a football match was won by "five pints," or that the ball was "threw in" during the contest. Many of the blemishes were evidently due to the neglect of correct pronunciation and speaking in class and school-room. They were chiefly to be noted in the compositions of candidates who, judging by their references, attended small urban day schools. It is, of course, more difficult to correct such defects in the conversation and composition of boys who, on leaving school each day, are in danger of falling back into habits of speech that widely diverge from the right standard. But even in such schools the blunders indicated above could be made impossible by proper teaching. Punctuation, also, was not in many instances so good as it should be. The omission of full stops and capital letters within paragraphs is still too frequent; though here, also, progress is visible. On the whole, however, the schools should be credited with an advance that is rapid and full of promise.

Grammar was much better than in former years; and it is worthy of note that it was especially those questions which required thought and the practical application of rules retained in the memory, that were best answered. The average mark in Analysis was unusually high. But the Parsing might have been better: "the nominative in apposition" and "the participial adjective" were recognised by but a comparatively small number of the candidates.

The answering of the questions upon "The Lay of the Last Minstrel" and "The Pleasures of Hope" was below the general level of the papers, and was, perhaps, not so good as in former years. This is particularly true with regard to the questions in "The Pleasures of

Hope." Indeed, though the work had been most intelligently studied by many of the boys, as was evident not merely from the answers to the questions, but from the compositions of those who selected "Hope springs eternal in the human breast" as the subject for composition, we were forced to the conclusion that in many schools the poem had been entirely overlooked. The old defect, want of intelligent reading of the texts is still evident, though there has been considerable improvement. There was not so much misunderstanding of the passages set for explanation as in former years: but the average mark on these questions was low. Fullness and accuracy of interpretation and explanation are still lacking. It has been suggested more than once that teachers should regularly exercise their pupils in reading and marking the salient points of particular passages from the authors. It would develop in the lads the power of intelligently grasping the substance of an author in their reading, and get them out of the stupid mechanical reading which enables them sometimes to produce whole passages with scarcely any intelligent comprehension of the writer's thought. On the other hand, the candidates showed themselves well acquainted with the story of "The Lay" and its leading characters. In their choice of stanzas for quotation, which were to be selected for some particular beauty of style or thought, they almost invariably chose a stanza that proved their appreciation of the literary qualities of the poem. Evidently the close study of the authors appointed year by year in the programme is laying the foundations of a sound literary taste among the pupils of the schools.

JUNIOR GRADE.—SECOND PAPER.—BOYS.

Report of FREDERICK REDMOND, B.A.; JOHN F. TAYLOR, B.A.; and
REV. GEORGE WOODBURN, M.A.

We examined in Junior Grade English, second paper, including the following subjects:—Irving, *Brassbridge Hall*, *History of England and Ireland, A.D. 1399 to 1603*, and *Outlines of Geography*. Before discussing the answering in these subjects we wish to express our disappointment at the want of neatness, system, and order displayed in the vast majority of the papers. The acquisition of knowledge is scarcely more important than lucidity and accuracy in the method of expressing it when acquired, for the latter endures in after life, while a great portion of the knowledge is only ephemeral, and inability on the part of students to express their ideas accurately and grammatically in writing will be a great bar to their future usefulness and success in life. Such expressions as "Jack Cade rose a rebellion" and "The squire was glad to get shut of him" were painfully common, and in our opinion teachers should devote far more attention to warning their pupils against the use of these and similar ungrammatical and colloquial expressions, and in urging upon them the importance of using at least some care in the structure of their sentences, as well as in their sequence and arrangement.

The answering in *History and Geography* does not call for any very special comment. There were, as usual, many silly and even ludicrous answers sent in, but on the other hand some of the candidates returned very excellent papers, more particularly in *History*. The former class of answer was, however, quite too common, and we think it is a pity

that teachers should persist, year after year, in submitting for examination pupils who are obviously quite incapable of even understanding the questions, and, therefore, *a fortiori*, of making an intelligent attempt to answer them.

As regards the prescribed work, "Bracebridge Hall," we all observed that where a question tested *memory* only many boys answered it quite correctly in the author's words; while others, by the omission of an occasional word, or the substitution, for the words of the author, of other words similar in sound but different in or entirely devoid of meaning, turned the whole passage into an absurdity. The inference, we think, to be drawn from this is that the study of the book has been made mainly a matter of memory; and this inference was corroborated by the fact that where the answer to a question involved an intelligent acquaintance with the subject-matter of the book, rather than the repetition of a passage by rote, many pupils did not attempt to answer the question at all, and the majority of those who did attempt it returned very unsatisfactory answers.

The same defect, though necessarily in a less marked degree, was observable in many of the History and Geography papers returned.

The teaching of Elementary Physical Geography seems to be greatly neglected, as very few boys were able to give satisfactory definitions of such common terms as "delta," "glacier," and "oasis."

The mistakes in spelling were innumerable, and we merely mention the following because they occurred in a great many cases:—Hewey, groop, shalls (shawls), quite (quist), peper (pepper), and devinely.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of KATHARINE HOGAN, M.A.

On the whole the answering was good, and showed a marked advance in general merit as compared with last year.

The Writing and Spelling were, with few exceptions, excellent, but the Punctuation is still defective.

The subjects for composition were well treated, although the majority of candidates were inclined to narrate illustrative anecdotes in the case of the abstract subjects instead of treating them originally. In many instances the division into paragraphs was not sufficiently attended to.

Question 2, especially that part of it which required candidates to give sentences illustrating the uses of *that*, was not well answered.

The Parsing was only fair. In answering Question 4, candidates in many cases corrected the sentences properly, but gave either no reason, or a wrong reason, for their corrections.

The Analysis was very good. The questions on the "Lay of the Last Minstrel" were well answered, but there was a remarkable failure to answer the question taken from the "Pleasures of Hope."

It must be added, however, that a large number of candidates seemed to have had no exercise in paraphrasing. This was evident from the manner in which Question 9 was treated, the answer to which very often consisted of notes on the extracts given to be paraphrased. This is, doubtless, to be ascribed to the fact that many teachers attach more importance to the committing of notes to memory than to an intelligent study of the prescribed works.

JUNIOR GRADE.—SECOND PAPER.—GIRLS.

Report of REV. J. EDGAR HENRY, D.D.

The answering on this paper is characterized by evenness and mediocrity, being seldom altogether contemptible, respectable generally, and never brilliant. Almost ninety per cent. of the students gain twenty-five per cent. marks and over, yet seventy-five per cent. is reached by only three students and no student gets over eighty per cent.

There is distinctly less illiteracy than in former years, and a majority of the students show good literary form. Scarcely any have been penalised for bad Grammar, and bad Spelling is most noticeable in the names of places in which the drilling has evidently been oral, as the Spelling, although wild—especially in the case of the American lakes—is almost invariably phonetic. Cram also is less in evidence than usual, although it still holds the field against more rational methods of teaching. About five per cent. of the students are capable of making such unintelligible or nonsensical statements as “Mrs. Hannah was a fond hater of mankind”; “improved facilities for travel make a hum-drum of every one wishing to travel in the country”; “Africa is washed by the Equator”; “a delta is a narrow piece of land flowing into the sea”; “a delta is the water carried down by the mud and deposited at its mouth”; “Mary was executed in the 19th year of capacity”; “Joan of Arc was burned as a witch and afterwards joined in Babington’s Plot, and was beheaded at Fotheringay.” These answers betray cram of the lowest type, and in students of very weak capacity.

The questions answered most fully and most generally are 4, 6, 11, 3, 7, 14, 12 and 2 in the order of enumeration. Question 4 (to sketch the characters of Mrs. Hannah and Mr. Christy), Question 6 (to sketch the career of Mary, Queen of Scots, or of Joan of Arc), and Question 3 (to state the squire’s grounds for objecting to improved facilities for travelling), require only the writing down of consecutive memorized matter, and as the answers to them stand first, second, and fourth, respectively, in the order of merit, it is clear that memorizing is the exercise in which students are best trained.

Yet, the circumstance that in the matter of fullness and accuracy the answers to Question 11 (What continents, &c., are crossed by the Equator?) and what lakes are drained by the St. Lawrence?), Question 7 (Give the dates of the loss of Calais, Wyatt’s Rebellion, &c., and a brief account of any one of them), and Question 14 (Explain right bank of a river, mountain chain, &c.) stand so high, is proof that much memorized matter has been mentally arranged and assimilated.

The failure of ninety-five per cent. of the students to give the date of the English appropriation of New Amsterdam or its later name (Question 5), shows that only what is on the surface of the text-book, and there explicitly, is known or has been noticed.

Only one per cent. of the students know what a neap tide is, nearly half of them confound the Earl of Desmond with the Earl of Kildare, and more than a third of them, led away by the association of sounds, say that New Brunswick is the capital of Nova Scotia. The first clause of Question 9 (asking for particulars of the death of Sir Thomas More and the Earl of Surrey) is scarcely answered at all. The same is true of the second and third clauses of Question 10 (in reference to changes in the Pale after 1454, and the career and death of the great Earl of Desmond). The second clause of Question 13 (as to the chief

coalfields of England), and the second clause of Question 15 (as to the counties touching on the lakes through which the Shannon flows), are each answered fully by only one student. These facts point to a want of thoroughness in the teaching over wide areas on particular aspects of History and Geography.

PREPARATORY GRADE.—FIRST PAPER.—BOYS.

Joint Report of WILLIAM P. COYNE, M.A., and MARY HAYDEN, M.A.

The general answering on the First English Paper for Preparatory Grade boys was, on the whole, satisfactory. We are inclined to think from the average mark on this paper that its standard was found by the students to be slightly less difficult than the standard of those set in recent years. No doubt the all-round good scoring may also be due to an advance in efficiency on the part of the body of the candidates; but we are the less inclined to this view from the nature of the errors and blemishes into which a majority of the students fell, and on which we shall have a word to say presently. A hearty word of praise must be given to the training evident in the formal presentation of the average paper—by formal we mean, neatness of handwriting, attention to paragraphing, and other evidences of regard for form. Apart from its soothing effect on the examiner's temper, this welcome evidence of orderly habit on the part of young boys is, in our opinion, likely to react advantageously on their general intelligence.

The three subjects prescribed for *English Composition* were (a) *The country you would most like to visit, and for what reasons;* (b) *Be just and fear not;* (c) *Contrast the appearance of the country in spring and autumn.* The last-named theme was the favourite, about thirty per cent. taking (a), and perhaps five per cent. taking (b). As regards style the essays were, in general, considering the age of the students, most creditable. Leaving out of consideration about five per cent. of the essays, the typical Composition was admirable—well-conceived, naturally planned, and developed with skill. On the other hand, *very excellent* Compositions were, we think, rarer than in other years. There has been, however, a marked levelling up, and this we regard as a more satisfactory sign of progress than the production of half-a-dozen very superior essays by lads of quite exceptional gifts. One unpleasant opinion borne in on us by the perusal of the Compositions we would like to emphasize, viz.: that a certain number of the candidates seem to have had committed to memory what we may be allowed to describe as "stock" phrases, sentences, and even paragraphs, ready-made to fit into any one of a dozen contexts, like the handles which fit twenty different tools in a German carpenter's box. These "stock" remarks and descriptions appear most notably in the essays, "On the Appearance of the Country in Spring and Autumn," and they give a painfully artificial air to any composition they disfigure. We need hardly add that no one is deceived by finding slices of "fine writing" (?) sandwiched between the crude observations of a boy of twelve or thirteen, even were not the practice of rote-composition most stunting in itself and absolutely destructive of the many advantages to be had from a true conception of the function of essay-writing in education. It is disappointing to

find that orthography does not share in the general advance which we have already noted. Speaking from the experience of one of us (Mr. Coyne), and our joint perusal of preceding years' reports, we should say that the Spelling, not merely in the Composition, but in the First Paper generally, was worse this year than usual. Not more than three per cent. of the papers, we believe, were entirely free from errors in orthography, and many had from ten to fifteen mis-spellings. Our impression is that the boys do not *read* enough or (perhaps) carefully enough. The ear and not the eye is quite obviously the sense organ relied on, and the ear alone does not carry one far in English. A striking instance of the carelessness in *reading* of which we complain was afforded by the fact that a great many of the words *mis-spelled* in the answer books, were printed correctly on the examination paper under the eyes of the candidate. Thus we found such spellings as "autum," "gramar," "veugence," "basket" (*for* "basnet")—all these words being on the examination paper. Again, local vulgarisms, such as "do be," "I was after going," etc., are still too common in the Compositions.

The *Grammar* was well grappled with by the great majority of students. The passage set for correction in punctuation, the use of capitals, quotation marks, etc., was fairly well done, though too large a percentage of students still show ignorance and carelessness in these essentials. The parsing was, in general, satisfactory, but some students appeared to be ignorant of the meaning of the grammatical terms which they used, and of the functions of the various parts of speech. We may remark here that students apparently read the questions in a slipshod way. Question 5 definitely asks, "Parse the word in italics (*and no others*) in the following passage"—then come six verses from the *Lay of the Last Minstrel*, with five words italicised. Notwithstanding the specific instruction to the contrary a great number of students parsed every word in the extract, and a few parsed every word except those in italics! We think teachers would be well advised in warning candidates to read the examination papers once or twice, quietly and critically, before setting to the work of answering the questions. If all the students answered, or attempted to answer, only what was required of them by the examiners they would husband their energies considerably. Instance Question 8, in which candidates were asked to quote *five* lines following any *one* of three verses taken from different parts of the prescribed poem. Certainly forty per cent. of the students aimed at quoting *fifteen* lines.

Where memory alone was required the questions on the "Lay of the Last Minstrel" were excellently answered. On the other hand, those questions calling for insight and interpretation were poorly done. Thus, Question 7—Write out in your own words, the meaning of the following extracts from the *Lay of the Last Minstrel*:—

- (a.) "The aged minstrel audience gained."
- (b.) "Vengeance deep-brooding o'er the slain
Had locked the source of softer woe."
- (c.) "She drew a splinter from the wound
And with a charm she staunch'd the blood."

which was surely not too abstruse, was missed by nearly half the students. This is distinctly unsatisfactory, especially when taken in connection with the good rote-knowledge of the poem, as it evidences a want of intelligent training.

PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Report of C. F. BASTABLE, LL.D., and Rev. JAMES DONNELLAN.

The answering of the greater number of the candidates showed a good standard of preparation, but with a considerable minority the results were not satisfactory. In a good many cases the arrangement and writing were careless and mistakes in spelling were not infrequent. The words "promontory," "disappear," and "parallel" received the worst treatment in this respect, while the word "exhortation," though it was given in Question 3, was often written "exortation."

Taking in order the several subjects comprised in the paper: in the prescribed book—Irving's *Bracebridge Hall* (Selections)—the first part of Question 5 was fully answered by most candidates, but the shorter points in Questions 3 and 4 were not so satisfactorily dealt with.* In the case of words or allusions not explained in the notes or glossary the answering was weak, e.g., the word "casual" was missed by too many candidates.

The answering in Irish History was much better than that in English History; in some cases the latter seems to have been neglected.

In Geography the results were better in either Literature or History. Most of the boys appeared to have a fair idea of the elements of the subject and gave us the impression of having received proper instruction in the appointed course.

PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

Report of Rev. HENRY EVANS, D.D.

The *Compositions* in this Grade are very creditable to essayists of such tender years. They are usually written in a free and natural style, and often possess, in no small degree the charms of directness and simplicity. Some contain strains of pathos that are quite touching. In a few there are passages of much literary beauty. Defects calling for notice are, (1) excessive obtrusion of personal incident; and (2), dividing the Composition into numerous small paragraphs, by which sequence of thought is broken, and the whole made to exhibit a scrappy appearance.

Many of the candidates show an intelligent acquaintance with the elements of *English Grammar*. They parse almost fully, and tell the relation of one word to another clearly and correctly; but a still larger number are but imperfectly acquainted with the functions of the several parts of speech. Answering Question 4, which directs the candidates to pick the participles out of a passage given from *The Lay of the Last Minstrel*, and say what kind of participle each is; about one-half of the girls do this satisfactorily, whilst the other half, in varying degrees of failure, show themselves more or less unequal to the task.

With the text of *The Lay of the Last Minstrel* nearly all are quite familiar. The candidates respond effectively to the tests applied, quoting and explaining, as required, with both fulness and accuracy.

* 3. (a.) What exhortation did the Squire give to his son Guy who was about to depart for the army?

(b.) What example of chivalry did he commend to his imitation?

(c.) What manual did he place in his hands?

4. (a.) "One group in the Picture Gallery at the Hall particularly interested Washington Irving." What was this?

(b.) How does the author account for the total decline of old May Day?

5. Describe Ready Money Jack's appearance. How did he reply to the Radical politician?

I have pleasure in repeating the satisfaction which I expressed last year with the way in which the Preparatory Grade girls do their work. The answering of the majority is admirable in form, and highly promising for the future.

PREPARATORY GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. R. J. SEMPLE, M.A.

No one could read through the answer-books in this subject without being struck by the high standard of efficiency attained during the past year. I think the general excellence exhibited would contrast favourably with that of the Junior Grade a few years ago, and reflects credit alike on the pupils and their teachers. As was to be expected those questions which required the exercise of memory and a knowledge of the notes were better and more fully answered than those which demanded judgment and an accurate perception of distinctions. The evil effect of learning notes and text by heart was sometimes apparent, and frequently led unwary candidates to misplace their information and to give, for instance, a detailed account of "The Wandering Jew," when an allusion was required to "The Man in the Iron Mask."

The History was well answered, with the exception of the questions referring exclusively to Ireland. In several cases these were not even attempted, and mental confusion was not infrequently exhibited by those who ventured into details.

The answering in Geography was satisfactory, with the exception of the question which asked for an explanation of the meaning and use of the intersecting lines on a map, known as parallels of latitude and meridians. Very few gained full marks here, and it seemed never to have previously occurred to the majority of candidates what these lines were intended to express. An examination, too, of the answers of those who endeavoured to state the principal reasons which show that the earth is round afforded abundant proof that facts are too frequently repeated by rote, without any comprehension of their meaning.

The Handwriting, Spelling, and Punctuation of the candidates reached a fair average of excellence, and the papers were, as a rule, marked by neatness and freedom from blots.

COMMERCIAL ENGLISH.

SENIOR, MIDDLE, AND JUNIOR GRADES.—BOYS.

Report of C. F. BASTABLE, LL.B.

SENIOR GRADE.

The answering in Geography and History was rather above the usual standard. Some of the geographical questions were treated in very good style, and in such a way as to give evidence of real and careful study.

Question 3, *e.g.* ["(a) Describe the general features of the system of internal communication in France. (b) In particular state the railways and canals that serve Bordeaux, Havre, and Marseilles respectively. (c) Point out the character of the trade of each of those towns."] requiring for its answer a number of complicated details, was most satisfactorily answered, and the same observation applies to the answers of the greater number of candidates to the other questions.

The History answering, though not so good as that in Geography, was, speaking broadly, of a satisfactory character, and better than in previous years.

In the new subject—"Principles of Business"—there was decided weakness. Such terms as "crossed cheque" and "qualified acceptance" were evidently unknown to all but a few candidates, and the explanations of a very simple market report were poor and defective.

A similar judgment must be passed on the *Précis Writing*. The "narrative" supplied by most candidates was both obscure and defective.

The MS. copying was about the same in merit as that of last year.

MIDDLE GRADE.

Here the answering was as much below last year's level as that of the Senior Grade was above it.

In Geography the candidates appeared to have little idea of the relative importance of different commodities or industries, and many were unable to distinguish between a "product" and an "export." Questions 4 and 5 [4. "What are the chief centres of industry in Massachusetts?" 5. "Write a note on the commercial development of the British West Indies."] were very badly done.

The History answering was somewhat better than the Geography, but not up to a proper standard. The candidates evidently trusted too much to learning dates and detached facts without attending to the connection of events which is so essential in Commercial History. Hence Question 8 ["Show by some illustrative facts the growth of British foreign trade in the 18th century"] was hardly answered at all.

As regards the *Elements of Business*, the *Précis Writing*, and the copying of MS., the remarks made on the Senior Grade work apply without any modification.

JUNIOR GRADE.

In this Grade also there was a falling off. There were very few cases of really good all-round answering, and more than half of the candidates failed to reach the pass standard.

Neither in "Geography," "History," nor in "Elements of Business," was there any evidence of that trained and methodical information which is so desirable. Perhaps the least satisfactory sets of answers were those to Question 2 ["Write a note on the commercial importance and the distribution of the Fishery industry in the United Kingdom."] and to Question 8 ["Enumerate the various attempts made by the mother country to raise a revenue from the American colonies."]

The copying of MS. was decidedly good on the whole, and some specimens were excellent.

SENIOR GRADE.—GIRLS.

Report of WILLIAM P. COYNE, M.A.

The girls' answering in Senior Grade Geography was on the whole excellent. It implied a sound and accurate teaching. The History was but middling, and the "Principles of Business" (as in the other grades) bad.

The "Précis Writing" was quite good; and the same may be said of the "Copying MS." in this Grade. Probably it is thought by teachers (erroneously in my opinion) that the "Principles of Business" are not likely to be of much use to girls: at any rate, the answering in this subject in all the grades gave evidence of no training whatsoever, and hardly any intelligent study.

MIDDLE GRADE.—GIRLS..

Report of WILLIAM P. COYNE, M.A.

In the Middle Grade the Geography and History were well, if not always quite accurately, known. The History, in particular, was fully answered. On the other hand, the "Elements of Business" was very badly grasped. Not more than three candidates were able to answer correctly Question 12 (b)—("Draw up a cheque form of the usual kind, filled up for £100 sterling, in favour of 'Arthur Guinness and Co., Ltd.,' and crossed.") Not to know this is really to be in blank ignorance of the "Elements of Business."

The "Copying MSS." showed a marked improvement on that of the Junior Grade. A few papers were excellent, and most were above the average.

The "Précis Writing" was fair. Too many of the students, however, set to work to copy out the prescribed correspondence *verbatim et literatim*. I assigned no marks at all, it is perhaps advisable to say, for such a conception of "Précis," since it is inexcusable in the face of the definite printed instructions at the head of the paper. A few candidates were evidently well-trained, and with excellent results.

JUNIOR GRADE.—GIRLS.

Report of WILLIAM P. COYNE, M.A.

Not having examined in Commercial English before, I have no very definite standard of comparison with the achievements of former years. Judging, however, by the published reports, I should say that there is a fair general improvement manifest in the Junior Grade girls' papers. This remark applies in particular to Geography and History. The "Elements of Business" was but poorly known, the answers given being, seemingly, the vague memories of hearsay information rather than the results of definite reading. This means, I take it, that a good many students are sent in for "Commercial English" "to trust to luck" in the hope of scoring a few marks.

The "Copying MS." was distinctly poor. A girl or boy cannot be said to copy a letter or other MS. who jots down every third or fourth word and supplies gaps with asterisks. This was too frequently done, and such a result, in my opinion, deserves no merit at all. One sentence complete and intelligent—even if not absolutely accurate—is better than folios of "Missing word" manuscript. Not more than half-a-dozen students got the sub-title of the prescribed manuscript,

"Report by Mr. Alan Cole upon his visits to Irish Schools," quite correctly. "Visits" was variously rendered "history," "results," "inspection," &c. Many of the candidates, strange to say, who thus "mangled" the heading began the MS. correctly. "On the afternoon of this day I visited, &c." but apparently had not the intelligence to go back and amend their title. A still more stupid blunder was made by one or two students who rendered the date "31st October" thus: "218th October," whatever that may mean.

FRENCH.

SENIOR GRADE.—BOYS.

Report of VICTOR OGER.

The Senior Grade Paper was, on the whole, satisfactorily done by the majority of the boys whose work was submitted to me; but the Grammar questions forming the first part of the paper were seldom well answered; their meaning had not, apparently, been thoroughly grasped by many of the candidates. The largest proportion of the failures to "pass," or, among the "passers," of those failing to gain "honours," is thus, exclusively, to be accounted for. The actual number of candidates who obtained "passes" and "honours," in spite of the deficiency generally found in their answers to the five Grammar questions, conclusively prove that both teachers and pupils had accomplished their respective tasks conscientiously, and with some measure of success: in fact, the majority of the papers contained evidence of that knowledge of Grammar which the candidates had been unable to show in their attempts at answering the Grammar questions. The Composition was generally a fair average, and, in a goodly number of cases, possessed decided merit. The passages from the two "prepared books" were satisfactorily rendered, though the questions on the subject matter of the boys' reading often were insufficiently answered. The "unseen" passages were also fairly translated, but I scarcely found any paper whose "style" deserved especial commendation, either for the translation of the prose passage, or for the rendering of the poetical extract.

The general impression left on my mind was that a normal progress had been well maintained. I may single out one "fault" which ought not to be allowed to pass unnoticed: the value of the "cent" under the *c* requires more attention than it seems to have received, for in several hundred cases, I found *recorais*, *vaicou*, etc. errors wholly inexcusable in a "Senior" Paper.

SENIOR GRADE.—GIRLS.

Report of Rev. J. F. HOGAN, D.D.

The Senior Grade girls' papers examined by me were, on the whole, excellent. They displayed a very accurate knowledge of French Grammar and of the authors whose works they studied. The "unseen" passages were also well translated, and the style and order of the answering reached a high standard. The Composition, though not perfect, showed careful preparation and, for foreigners, a very fair acquaintance with the structure of the language.

A large number of the candidates failed, however, to grasp the exact meaning of some of the Grammar questions. They evidently answered without sufficient reflection as to what was required. Quite a number also enlarged beyond measure on some of the answers, giving all sorts of information that was not asked, and sometimes everything about the question except the exact points that were demanded.

I am satisfied that as far as a book knowledge of French is concerned the candidates are, on the whole, as well instructed as could be expected.

MIDDLE GRADE.—BOYS.

Report of FREDERIC SPENCER, M.A.

The work of this Grade was in the present year distinctly better in some important respects than when I last examined it. There were fewer utter failures; the knowledge of Grammar displayed was more satisfactory; a greater proportion of the candidates did fairly well in Composition; the orthography and English style—though still weak in far too many cases—showed a marked improvement; and fewer papers were characterised by the slovenliness and general carelessness of which it has sometimes been necessary to speak.

While it is impossible to test adequately the oral proficiency of the candidates so long as the examination in French is limited to paper work only, the question on pronunciation elicited the clearest evidence that, in many schools, this side of the work is either altogether neglected or entrusted to teachers who are ill-equipped for its performance.

The mischievous and degrading practice of encouraging candidates to learn a translation of the set books by rote still obtains in many schools; but the weaker pupils whose preparation has been of this type generally manage to betray themselves even in this part of the paper, and are naturally unable to do themselves or their teachers any credit in Grammar, Composition, and Unprepared Translation. The translation of a French passage not contained in the paper of questions is still by no means uncommon, and the answers frequently show unmistakeably that the meaning of the English which has been committed to memory is very insufficiently understood. Thus *circuit*, *sourcrouit*, *surface*, *surplice* all appear as, presumably, representing the *surfeit* of an English "key," as in a previous year *apostle* and *apostate* were found among numerous variant readings of *opossum*.

Many marks were lost by the omission or wrong insertion of French accents, and—in spite of the general improvement recorded above—by gross blunders in English Spelling and Grammar. Thus *jewel* appeared as *deul*, *jule*, and even *jew*; *soup* as *soop*; *poor* and *floor* as *pour*, *flour*, and *floor*; *spite* as *spight*; *shout* as *shought*; *prayer* as *prair*. Such expressions as "God inspires he," "I esteem thou," were by no means uncommon.

The papers of the "over-age" candidates were generally of much poorer quality than the rest.

MIDDLE GRADE.—GIRLS.

Report of FREDERIC SPENCER, M.A.

The defects to which attention has been drawn in my report on the work of the boys in this Grade were less marked in the case of the girls, and the good points correspondingly more in evidence. Otherwise the comments made on the boys' papers may be taken to apply to those of the girls also.

JUNIOR GRADE.—BOYS.

Report of JOHN W. BACON and EDOUARD CADIX.

The papers of the Junior Grade (Boys) examined by us were, on the whole, fair. Some were really excellent, and the percentage of failures was not so large as in former years.

Although there has been a noticeable improvement in French Composition, it is still the real crux of Junior boys. Many students, who translated French into English fairly well, broke down badly in the attempt to render English into French.

In the Grammar section, comparatively few boys could give the rule for the agreement of adjectives referring to the word *gens*. Misspellings of English words—such as "proceed" for "precede," "femine" and "femenine" for "feminine"—are rather common, while quite a number of boys did not seem to understand the meaning of "variable" and "invariable" when they used these terms with reference to *demi* and *un*.

The translation of the authors was, as a rule, good, and the translation of the unseen passages was also very fair.

JUNIOR GRADE.—GIRLS.

Report of ALBERT BARRÈRE.

The results of this examination were satisfactory. The answering of the candidates gave evidence of good preparation in the set books, and the rendering of the passages at sight was generally accurate and free from gross blunders, especially that of the piece of poetry (Question 9, B). The phrases in No. 6, forming part of the matter for composition, were translated in a very creditable manner, but, in the Composition proper, very few of the candidates, even the most proficient, showed that they knew anything of the use of the imperfect indicative and the preterite, a stumbling-block to which the attention of teachers should be directed.

PREPARATORY GRADE.—BOYS.

Report of L. DECOUDUN and L. GUILGAULT.

As in former years, the greater number of students trust too much to memory. With regard to Question 1, bearing on the pronunciation of the words, *loup*, *cher*, *blanc*, *cerf*, *canif*, *oeuf*, *vert*, *clef*, *est*, *ouvert*, the answers were most unsatisfactory—in fact, nothing else

than mere guess work. The answers to Question 5 on the demonstrative adjectives and pronouns show clearly, with few exceptions, that the great majority of candidates were badly taught. This question might have been novel in its way, but was certainly a very testing one. The translation of French into English was too literal in many cases. In Composition it is obvious that the candidates who did remarkably well had the benefit of good teachers, but we regret to say that too many have failed in this most important part of the subject.

With very few exceptions, the methodical way in which the questions were answered is very satisfactory.

PREPARATORY GRADE.—GIRLS.

Report of LYDIE DECOUDUN.

In reference to the Preparatory Grade (Girls) in 1899, I have noticed that with the exception of a few either very good or extremely bad, they keep very much on a level, fairly above pass marks. Their answering of the Grammar questions is about as good as that of the boys of the same grade; the Composition I find inferior, but in the translation of the prescribed and unprescribed passages they are, generally speaking, better.

However, this statement does not include Paragraph B, Question 9 (a passage of French verse for translation at sight), which was, on the whole, a failure.

Still, I must say that the Preparatory Grade (Girls) shows a good amount of work done by both teachers and pupils.

COMMERCIAL FRENCH.

ALL GRADES.—BOYS AND GIRLS.

Report of VICTOR OGER.

With scarcely any exceptions (numbering less than five per cent.), the Senior Paper was well answered throughout by practically all the candidates: the number of boys gaining "honours" was actually larger than the number of "passes," a very commendable proportion that was found further increased in the case of the girls, whose knowledge of Grammatical French and attention to idiomatic construction generally showed a certain superiority over the boys.

The answers to the Middle Grade Paper were not quite so satisfactory as in the Senior Grade, especially in the case of the boys; both failures and "passes" formed a larger fraction of the whole number; yet, the fact of a full third of the boys and over one-half of the girls having obtained honours is sufficient evidence of the sound training they had received, and the studious attention they had paid to the technicalities of Commercial French.

The Junior Paper was (without any striking difference between boys and girls) very fairly done on the whole; but, of course, the Junior candidates, generally, were rather deficient in "general Grammar work," and this could not but tell on their "Commercial French"; for instance, very few indeed could translate "*je viens de*" before an infinitive; or understood the idiom "*savoir à quoi m'en tenir*"; fewer still could translate into French: "We are surprised to hear," "we beg to" before a verb, or such words as "copy-book," "invoice-book," &c.

Nevertheless the results of this examination could not have been attained without careful preparation, and very promising work is being done.

Taking all grades together, the answers I had to examine were very encouraging, and may be accepted as being, especially in the Senior Grade, as good as one could fairly expect from either boys and girls of those various standards.

GERMAN.

ALL GRADES.—BOYS AND GIRLS.

Report of ALBERT M. SELSS, LL.D.

This year's examination in German has led to results similar to those attained last year. In the Preparatory and Junior Grades the girls are decidedly leading in both numbers and merit. There were in both grades a good many failures, but also some excellent answering, especially among the girls. In the Middle and Senior Grades the girls were also the more numerous, but the boys, though fewer, were superior in point of merit. In proportion as the two sexes increased in age, the girls seemed to fall behind, while the boys got ahead of them.

The great majority of the students not only know German fairly, especially in the two higher degrees, but also carefully read the text-books appointed to them. There are a few, however, who evidently never read one line of their text-books, and who rely entirely on their general knowledge of the language. This practice ought to be resisted by both teachers and examiners, because it tends to defeat the purpose, and destroy the good, of the Intermediate examinations.

PREPARATORY, JUNIOR, MIDDLE, AND SENIOR GRADES.

In the Preparatory Grade I observed a lamentable confusion in the grammatical notions of the students. Very few know what tense is called a pluperfect; a great many do not know the difference between the passive and the active voice, and *sein* and *werden* (to be, and to become) are frequently made to govern the accusative case.

In all four grades I have reason to complain of the obstinate neglect of the German *umlaut*, or the dotted vowels. Three-fourths of the students write *wunchen* in the place of *wünschen* (to wish). Others write *mochte* for *möchte*, and the plural of *Bach* (a brook) they

make to be *Bache*. The latter fault is aggravated by two dots being put over the plural of the adjective *voll* (full), which can have no *umlaut* in any degree or number in which it occurs. Thus the *full rivulets* were rendered *die völlen Bache*, which involves a total disregard of the use of the dotted vowel-sounds.

Four-fifths of the candidates continue to spell the pronoun *ich* with a capital initial letter, while the pronoun *Sie* (you) often is spelt *sie*. Both these mistakes may be the effect of haste or carelessness, but there can be no more serious offences against the rules of German politeness and German grammar.

A great many students imagine that German verbs are always the last word in a sentence. I met in this year's answer-books whole strings of words in which at first I could discover no verb; only when I came to the end, just before the stop where the sentence closed, the long-expected verb made its appearance, closing the row like the captain of a ship when it is sinking.

COMMERCIAL GERMAN.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of ALBERT M. SELSS, LL.D.

The fifty students, who sent in answers to my questions on Commercial German, had done their part very well. There were, it is true, some few failures; but the vast majority had entered into the subject with spirit and with zeal. They had, as they ought to have done, bought a book on Commercial German; they had read it, and they gave proof of an acquaintance with German commercial terms and phraseology such as is not found in the ordinary run of German students.

I would ask them and their teachers in future to pay a little more attention to the geography of Germany. The names of the principal centres of German commerce, and the chief industrial cities of the country ought to be known. But I observed that several students either mistook, or else never knew, what was meant by Oberhausen, Essen, and Wien, which is the German name of Vienna. Several had taken *die Wiener Börse*, the Vienna Stock Exchange, for a mart where German wines are offered for sale. Oberhausen, a large steel and iron work manufacturing place on the Rhine, they mistook for an "upper storey of a German factory"; and the *Kohlen Bezirk*, or coal mine district of Essen, and Düsseldorf and the neighbourhood was also a puzzle to them, though it should not have been so.

ITALIAN.

ALL GRADES.—BOYS AND GIRLS.

Report of Rev. W. H. MURPHY, D.D.

The four hundred and eight answer-books in Italian which I have just examined yield abundant evidence that the teaching of that language in our schools is effective, so far as it can be tested by examinations in writing. Putting aside the number—small indeed, but apparently inevitable—of surprisingly weak candidates met with

in every grade (one always wonders why such should be sent forward), the general answering points to clear, serviceable, and well arranged knowledge in the pupils.

The translation at sight is, at least in the higher grade, exceedingly good, so good that the order of merit had to be determined—not by men fidelity of rendering, for this was always attained—but by the degree in which the spirit of the original was caught in the English version.

The Composition though good would seem to show that the pupils are not sufficiently impressed with the fact that unless they can write idiomatic Italian they cannot write Italian at all. We should not of course expect much from the younger pupils in this matter, but I submit that it is disappointing to find that not even one boy in the Preparatory Grade knew the Italian idiom corresponding to "I thank you for," &c. In the higher grades the English passages when done into Italian commonly presented a mere substitution of Italian for English words, without any idea of producing the native cast of Italian phrase or sentence. Could not something more be done to familiarise pupils with Italian idioms, and to make clear their absolute necessity if the language is to be used at all?

But there is one grave defect in the method of handling text-books to which attention was directed in at least one former report, but which, I regret to say, remains uncorrected. It is the habit of detaching the book from its living environment of history, geography, and biography, and of presenting it to the pupil as a mechanical instrument for learning words, pretty much as what is known as the multiplication frame is used to teach young children to count. I think every one will feel that this is a sad mistake. The attitude of mind towards books which is created is vicious. Their study is a sterile exercise in words, the mind receives no impression of their historical and geographical setting, and the larger knowledge and intelligent interest which come of some acquaintance with their due location in literary history are altogether missed. One's expectations of what can be done in Intermediate schools in this matter should be moderate, but one may fairly ask that this aspect of a book, so vital to it as an instrument of education, shall be kept steadily before the minds of the pupils. Now this exactly is what I fear is not done.

For example: The prose author in the Junior Grade is the *Course* of De Amicis. An indispensable, if modest, "apparatus" for the teaching of this book are a Map of Italy and a set of short notes on the making of modern Italy. Aided by these no difficulty could be experienced in answering the following questions:—

(c.) Of what political division of Italy was Turin (Torino), the capital?

(d.) What are the relative positions to each other on the Map of Italy of that political division and of Calabria?

I should observe that without a knowledge of the second of these questions the meaning of the spirited passage set for translation must be altogether missed.

The great mass of the candidates did not attempt these questions at all. Of the answers actually given, here are specimens: "Calabria is several hundred miles from Italy"; "Reggio is at one side of the Apennines and Turin at the other"; "Garibaldi was the leader of the Calabrians"! One girl candidate (a very intelligent one) relieved her feelings by the indignant note, "I did not study Italian history, sir"!

In this same grade the poetical text-book was a play of Metastasio. Of the one hundred and eighty-eight pupils who studied this play only three knew of its author's intimate association with the opera, not many more knew anything of the facts of his life, while one boy made his chief patron to be Pope Pius IX.

In the Middle Grade three questions dealt with historical or geographical allusions occurring in the passages set for translation from the *Gerusalemme Liberata*, viz:—

- (a.) *L'Antico Campidoglio*. Explain.
- (b.) Who was *Steno*?
- (c.) "E diritto inver la Tracial il cammin volse
Alla città che sede è dell' impero."

What city is referred to?

The answering of these questions—when an answer was attempted—was most unsatisfactory, sometimes grotesque. For instance, one pupil explained that *L'Antico Campidoglio* meant "field grief," while of sixty-eight pupils only five (I believe) knew that the city referred to in question (c) was Constantinople.

The questions set in the Senior Grade to test some general acquaintance with the *Promessi Sposi* were:—

- (a.) Where is the scene of the *Promessi Sposi* laid, and in what century?
- (b.) At that time who ruled the province in which lies the scene of the story?
- (c.) "Tutti dicono che il nostro arcivescovo è un sant'uomo."

Who is the arcivescovo here referred to?

Every reader of Manzoni's book knows that the opening chapter gives with the date of the story a minute description of the scene in which it is laid; he will also remember the allusion to the soldiery of the Spanish garrison quartered in the neighbourhood, and he will be unable to conceive of the story without the figure of the Archbishop of Milan, Federigo Borromeo. But all this notwithstanding, what has just been said of the answering in the Middle Grade applies equally to these Senior Grade Pupils. To question (a) one answered "In the Papal States"; another, "In a village in Spain"; a third, "In Switzerland in the tenth century." Don Rodrigo was commonly made ruler of the Milanese; the dignity of Archbishop was equally divided between Fra Cristoforo and Don Abbondio, while the relations of time and persons established in the mind of a girl candidate are declared when she writes that the Archbishop of the *Promessi Sposi* is St. Ambrose!

I have drawn out all this at some length in order to show that neglect of the subject of which I am speaking is systematic and universal. Is it too much to hope that even now the grave evil of this neglect may be realised, and that a serious effort may be made to put an end to it?

The thirty-seven answer-books which I have read in Commercial Italian are distinguished by the excellence of the translation from Italian into English and by a corresponding poverty in the other portion of the paper. But the high marks commonly scored in the first part of the paper secured for the majority of candidates honour marks on the paper as a whole.

SPANISH.

JUNIOR, MIDDLE, AND SENIOR GRADER.—BOYS AND GIRLS.

Report of RICARDO RAMIREZ.

I am very pleased to say that the general character of the work is very satisfactory, inasmuch as the majority of the candidates show good knowledge of the elements of the language, and a gratifying amount of accuracy and instruction. With the exception of two candidates, whose translation into English were marred by a vast amount of senseless guess-work, the examination is most encouraging, and I can only express the hope that in the future many more candidates will go in for the Spanish language, which, apart from its usefulness in the commercial world, possesses a very rich and interesting literature.

CELTIC.

ALL GRADES.—BOYS AND GIRLS.

Report of JOHN MACNEILL, B.A.

I desire to adopt and endorse in the strongest way the general remarks made on this subject by my immediate predecessor in the examinership in his report for 1898. It does not appear that the good results likely to follow from the proper study of Irish are very generally appreciated, not to say aimed at. Notwithstanding all this is constantly being said about the need of bringing the sympathies of the young to bear on the subjects of their study, we all know well that, as regards the general round of subjects, the best efforts made in this direction can have only a partial success so long as boys are boys and girls are girls. Hence the very great advantage of including in the curriculum one study which makes a personal appeal even to the youngest Irish student, and supplies him with a motive, and that a high and good motive, to put forth his mental powers lovingly and zealously. His doing so towards one subject cannot fail to have a good influence on his mental attitude towards other subjects. Moreover, it is an enormous advantage that, in a centralized and therefore more or less mechanical system of education, a subject of study can be found which, taken up in the true spirit, tends directly to the formation of character in students. That this is true of the study of Irish by Irish boys and girls depends no less on actual experience than on *a priori* reasoning. The study of Irish appeals to the self-respect of the Irish youth, a feeling too often either crushed out or ignored in our educational systems, to the great detriment of the national character. It also appeals to his interest in his own country and his zeal for her good name. It is a duty incumbent on all Irish schools and teachers—a duty all the more carefully to be discharged in that there is no provision for securing its discharge under centralized educational systems—to educate not only so as to teach facts and train faculties, but also so as to build up the national character in the individual and in the mass. This requires to be done not merely by indirect and unconscious means, or by theory or sentiment, but in

some palpable and substantial way, directly, deliberately, consistently, and purposefully. It will be best done by cultivating such motives as have been alluded to, their cultivation being based on some real and substantial part of the students' work. There is every reason to believe that acting on this principle the schools of Ireland will do more than any other human power to promote the general well-being of the country and to heal certain radical ailments of public and industrial life in Ireland. We are sadly in want of the general introduction into Irish education of some factor that will tend directly to foster on a national scale the instincts of independence and self-reliance,* and I can imagine no factor more likely to do so than the healthy and zealous cultivation of our native language and literature.

To this end the study of Irish under the Intermediate system must be made to appeal to the higher instincts of the students. I would it were in my power to testify from my experience as examiner that Irish is always studied in this way. The criticisms that follow are evidence that the principle *non scholæ sed vitæ* often plays but a small part in the study of this important subject. It has become known to me that the plan of study sometimes followed has had the immediate result of making the subject hateful to students. Many of the papers indeed showed really good and gratifying work, giving proof of earnest motive and affectionate zeal, and speaking for educational ideas far in advance of mere fact-storage and mental gymnastics. Many on the other hand were very disheartening. It is noteworthy that a number of papers written in pursuance of a vicious plan of study were ornamented with low catchwords and music-hall quotations, sufficient proofs of want of proper self-respect in the candidates who wrote them.

Success in teaching a living language lies in enabling the student to completely transpose his thoughts into the idiom of the acquired language so as to be for the time unconscious of the influence of his accustomed tongue. Irish is more widely divergent in idiom from English than any other language on the programme is, not even excepting Greek and Latin. The trouble taken in acquiring a thoroughly natural and practical grasp of living Irish will therefore be well repaid in the case of the other languages by the greater development and extension of the faculties exercised in linguistic study.

I have reasoned at this length with a view to inducing the schools to adopt Irish generally as a subject, and at the same time with a view to a radical improvement in the method of studying it that at present too widely prevails.

SENIOR GRADE.—BOYS AND GIRLS.

Grammar and Composition would have been much better had students refreshed their knowledge of rudimentary matters. The unseen translation enforces the same requirement. Preparatory Grade students would have had no difficulty, I feel certain, with the simple phrase "*líonadh an chomhra de mhín le liun a bpósta*" ("the chest was filled with meal at the time of their

* " . . . Independence and self-reliance. The absence of these qualities has, in our opinion, been the main cause of the backward condition which so exceptionally distinguishes Ireland from the rest of the United Kingdom."—Report by Lord Farrar, Lord Welby, and Mr. B. W. Curle, Royal Commissioners on the Financial Relations between Great Britain and Ireland, 1896 (page 51 of Final Report).

marriage"), for which the following renderings were given: "the of their happiness was full at the time of their marriage"; "the company was filled with surprise at the duration of their marriage"; "their conversation was filled with sweet honey while they were married"; "they filled her box with fine linen for the marriage"; "the country was full of oats when they were married"; "the on board was filled with wine at the completion of their marriage"; "the coffin was filled with meal during their marriage"; "they were full of smooth comforts during the time they were married"; and "the news of the marriage filled us with joy." Rather slight attention was paid to Joyce's *Irish Names of Places*, possibly because it was the easiest item on the programme.

MIDDLE GRADE.—BOYS AND GIRLS.

Grammar was rather weak. Analysis was for the most part from satisfactory. A number of candidates translated the passage into English and analysed the translation as English! A few contrived to analyse the Irish on the basis of its meaning in English, but without translating it. As the idiom and structure of the Irish passage differed entirely from its English equivalent, the outcome of these methods was anything but what was desired. For example, by the first method, "is iongnadh liom" ("it is a wonder to me") was translated, "I wonder," with a complete change of the subject of the sentence, and this English phrase was then correctly analysed. By the second method, the subject was stated to be "me" contained in "liom" and the predicate was made up from the remaining elements of the clause. The whole passage was analysed on similar lines. Only a few recognised that the words *gur le meabhail* contained a verb finite. The parsing was often done in an exactly analogous way. "Is iongnadh liom" was parsed as "an irreg. intrans. verb, 1st sing. having for nominative me contained in liom." The neuter gender, though it has been supposed obsolete in Irish for centuries, turned up frequently in the parsing of this and other grades. Such analysis and parsing plainly miss the object for which analysis and parsing are designed. Some of the candidates seem never to have practised Irish Composition. Simple phrases like "I go back to the north," "we coming to meet him," too often proved stumbling-blocks. In translation at sight, the familiar words *tír, sair, bailteas, mar gheall ar, croiceann*, often puzzled the candidate. All this suggests that, as in the Senior Grade, a little harking back to rudimentary matters during the course would not have been amiss.

JUNIOR GRADE.—BOYS AND GIRLS.

Here again there was much evidence that rudimentary matters were neglected. The good results ascribed by last year's examiner to the presence of Father O'Growney's *Simple Lessons* on the Preparatory Grade programme seem to have been entirely left behind by many candidates. Very few were able to write the forms of the numerals and ordinals from one to twelve, and of the noun *ce* in conjunction with them. Parsing was either very good or very bad. It often consisted of a bare and not always correct identification of the part of speech, giving no further account of the word or of its connexion with other words in the sentence. As in the Middle

Grade, it often happened that the English equivalent of the Irish was parsed, and when grammatical forms peculiar to Irish appeared, they were consequently ignored. One was led to believe that many candidates had now for the first time attempted Irish parsing, though it is clearly prescribed in the programme. Composition was relatively better than in the two higher grades. In prescribed translation, I regret to have to state that the majority of the candidates appear to have devoted their main energies to learning the *English* by rote. The edition used for *Laoidh Oisín* (the poetical text) contains a somewhat free English version. In this version one of the stanzas set in the paper is rendered as follows: "A while we *were anxiously* gazing at the *dark* clouds and on the stars that sometimes showed—*when suddenly* the wind and storm abated and *brightly* shone Phoebus above our heads." The words given by me in italics have no equivalents in the original. The words "sometimes showed" stand for Irish words of which the literal English is "were under a haze," and the order of the words "wind" and "storm" is the converse of the order of the Irish equivalents. Nevertheless, a large proportion of the candidates gave the English version quoted above, exactly as it appears in the book, without making the slightest attempt to indicate a knowledge of the precise meaning of the text, and without being at all perturbed by the portent of the sun appearing *suddenly* above the heads of persons who were gazing on the stars that sometimes showed. The same neglect to study the text and to use the glossary explains why so many candidates were completely ignorant of the meanings of the words *radharc*, *raug*, *macaomh mná*, *gnáiv*, *drach*, and *clodh*, occurring in the eight lines of verse set for translation at sight, all of them being in the text and glossary of *Laoidh Oisín*.

PREPARATORY GRADE.—BOYS AND GIRLS.

In this as in the other grades, several Grammar questions were put in such a form as to require of the candidate something more than a knowledge by rote of the actual rules and instances contained in his "Irish Grammar." It is a noteworthy and pleasing fact that such questions were nearly always better answered than those which required an accurate recollection of some paragraph in the Grammar. In Composition, what was specially looked to was, whether the Irish words were put together naturally and idiomatically, and the result of the test was on the whole quite gratifying. Only one or two candidates who secured the necessary percentage for a pass out of the gross total failed through not scoring the necessary percentage in Grammar and Composition. Both prescribed translation and translation at sight often showed a just appreciation of Irish idiom and syntax, so radically different from the idiom and syntax of English and the other languages on the programme. This seems to prove that the students in the Preparatory Grade have commenced the study of Irish in a natural and rational way; and its study in such a way, owing to the distinct character of the language, must have an excellent developing effect on young minds, and must greatly strengthen the faculty of mastering languages.

Strange as it may seem, the average candidate in this Grade had a better, because a more natural, grasp of Irish than the average candidate in the three higher grades. I concur with last year's examiner

in ascribing this result to the use of O'Growney's *Simple Lessons in Irish* in the Preparatory Grade, and I am confident that if studies continue to build on that foundation and do not lose contact with the higher grades, as unfortunately many of last year's Preparatory Grade students seem to have done in this year's Junior Grade the answering in Irish in the higher grades will show a marked improvement in future years.

Looking at the less pleasing side of the picture, though many candidates scored highly in parsing, there were also many who had seemingly never attempted Irish parsing until they had to face the examination paper. In Composition a substantial number were ignorant of the rudimentary rule that an adjective in Irish follows the noun it qualifies. One is tempted to ask, what use was made of these students' brains in studying the prescribed texts? A number of instances of translation apparently by rote seems to supply the answer. The translation at sight was usually praiseworthy, being often very much better than in the Junior Grade, but we could have anticipated such ignorance of the terminology of Irish chief industry, or such town-bred unsophisticatedness as appears in the rendering, "James was outside harrowing oats and Nora was threshing them with a scythe," or stranger still, the substitution of "hens" for "oats" in the first clause!

DOMESTIC ECONOMY.

SENIOR GRADE.

Report of ELIZABETH MOORE.

I was much disappointed by the answering of the Senior Grade girls this year, and I think it is a great pity so useful a subject should receive so little attention.

The papers of a few of the candidates were excellent, but the greater number were far from what one would expect.

I should strongly recommend a more careful study of Corfield's *Laws of Health* and of Dr. Mann's book of *Domestic Economy*.

MIDDLE GRADE.

Report of MARY DALY.

The answering of the Middle Grade candidates in Domestic Economy was, on the whole, very satisfactory: the failures were comparatively few, and a fair number scored honours mark.

The most remarkable defects in the answering were, I think, due to the purely abstract character of the teaching in this subject. Books and books alone, seem the only source of instruction: it cannot be too strongly insisted on, that practical illustrations and demonstrations in cookery and domestic science generally, are absolutely essential to successful teaching in Domestic Economy.

Answers like the following, from Middle Grade candidates, suggest that training in the meaning and application of ordinary English words should be better attended to:

"The blood, having flowed through the *caterpillars* returns to the heart."

"Brass work is best cleaned by *bric-a-brac*."

"Water as a *solver* of food sticks our bodies and bones together."

"Bread is adulterated with *album*."

These are not at all isolated specimens of the answering, and the natural inference is that some teachers do not attach sufficient importance to this subject to explain the language of the text-books, or that they fail to accurately gauge the intellectual capacity of their pupils.

JUNIOR GRADE.

Report of ELIZABETH MOORE and MARY DALY.

The work of the Junior Grade candidates in Domestic Economy was, generally speaking, very fair. Some of the papers showed an intelligent grasp of the subject and, on the whole, there seemed to be a distinct advance in the standard of answering from last year.

We find yet, that far too many are entered for examination in this subject, with the baldest pretence of preparation and evident lack of systematic instruction. It is a pity that teachers do not attach more importance to Domestic Economy, for properly treated, this science is most useful from an educational point of view. There seems to be a strong tendency to substitute casual information for scientific knowledge.

We think teachers should not present candidates obviously ignorant of orthography and the elements of English Composition.

PLANE TRIGONOMETRY.

SENIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of ALEXANDER LARMOR, M.A.

The answering in Plane Trigonometry was very satisfactory, nearly four-fifths of the candidates having passed the examination, rather more than one-third securing Honours.

The careful manner in which the bookwork was reproduced, and the intelligence shown by a large number of candidates in dealing with the questions on elimination and the solution of Trigonometrical Equations, afford evidence of sound and accurate teaching. Few candidates, however, succeeded in obtaining the correct results for question No. 12.*

* 12. Two sides of a triangle are 5 and 7 and the contained angle is 30° , find to three decimal places the tangents of the other two angles.

SENIOR GRADE.—BOYS—OVER-AGE.

Report of Rev. M. BARETT.

The answering of the over-age boys in Senior Grade Trigonometry can scarcely be reported as satisfactory. Very few showed a good knowledge of the subject. Of those that failed, a few owed their failure to carelessness; but the overwhelming majority were almost entirely unacquainted with trigonometrical methods and formulae.

SENIOR GRADE.—GIRLS.

Report of SWIFT P. JOHNSTON, M.A.

There were but comparatively few candidates in this subject, and the answering was mediocre. Many presented themselves for examination without having obtained anything like a satisfactory teaching in the rudiments.

ALGEBRA AND ARITHMETIC.

SENIOR GRADE.—BOYS AND GIRLS.

Report of SWIFT P. JOHNSTON, M.A.

The notable feature in the result is the excellent general average. While on the one hand, no candidate succeeded in obtaining full marks, on the other hand we find comparatively few complete failures. Some critics have regarded the questions as too easy, but the groundlessness of the objection is manifest from the remarkably small number of candidates who obtained more than 75 per cent.

The answering in Arithmetic was not as satisfactory as might have been expected. Yet two of the three questions in this section were plain instances of processes familiar to all and requiring only accuracy of working. The remaining arithmetical problem involved but little calculation, depending for its solution on clear ideas and careful reasoning; to the vast majority, however, it proved insoluble. Many of the candidates appeared ignorant of the principle that to secure the correctness of an answer to three places of decimals the working of the question should be carried to at least four places.

With regard to the easier part of the Algebra, the answering was on a very high level, while in the more difficult questions, though naturally the percentage was low, yet the attempts, successful or not, showed that the teaching of the more apt scholars had not been neglected for the sake of pushing on the dullards.

The girls, as usual, have a lower average than the boys, but otherwise their work calls for no special remark.

EUCLID.

SENIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of JOHN R. LEEBODY, D.S.C., M.A.

The answering was excellent. The great majority of the candidates had a full and accurate knowledge of the text of Euclid, and almost all had sufficient knowledge to secure a pass. A fair number showed considerable facility in dealing with geometrical deductions, and in their treatment of the deductions a few of the best students showed distinct mathematical ability. Four candidates scored full marks, and nearly 60 per cent. of those examined reached the Honour standard.

SENIOR GRADE.—BOYS—OVER-AGE.

Report of HENRY C. McWEESEY, M.A.

The answering was in general poor, the large majority of the candidates failing to answer any question after the first six. Very few recognised that the seventh question was a special case of the twenty-fifth proposition of the Sixth Book. As a rule, the deductions were ignored altogether, and of the candidates who attempted some of them, very few met with any success. In many cases the proofs of the fifth and sixth propositions of the Sixth Book were confounded, and the terms "mean proportional" and "third proportional" were used indiscriminately.

SENIOR GRADE.—GIRLS.

Report of HENRY C. McWEESEY, M.A.

The answering was fairly satisfactory. Most of the candidates identified the twenty-fifth proposition of the Sixth Book, and in many cases the deductions were creditably attempted. Several of the candidates assumed the converse of the thirty-first proposition of the Third Book in the proof of the thirty-third proposition, and in some cases there did not seem to be a clear understanding of duplicate ratio.

MIDDLE GRADE.—BOYS.

Report of W. J. DILWORTH, M.A.

The answering of the boys of the prescribed age in this subject was fairly satisfactory.

The answering of the propositions was good, and showed careful preparation on the part of both pupils and teachers; but, judging from the style of the answering, and from the fact that many obtained full marks, or nearly full marks, for the propositions who failed to try even a single deducible, it would appear that the text-book is too largely used in teaching this subject. The teacher who analyzes a proposition, and leads his pupils to see why certain methods are adopted in Euclid's text-book, will be amply rewarded, not only by the intelligent interest thus aroused in the minds of his pupils, but also by enabling them

to grapple with problems and theorems for themselves. It is a matter for regret that many who showed that they were well acquainted with Euclid's Propositions did not make the least attempt to find out any one of the four deducibles on the paper.

The propositions of the first Four Books of Euclid were well answered, with the exception of Question 5 (IV., 14). Many failed to see the necessity for showing that the bisectors of the angles of a regular pentagon are concurrent, or for even stating that they are concurrent. Of the Sixth Book propositions on the paper, very few obtained full marks for Question 6 (VI., 4), as the placing of the triangles was seldom expressed properly. In answering Question 8 (VI., 19), a great many gave an alternative method of proof by showing that the ratio of the triangles is the same as the ratio of the squares described on homologous sides. It is hardly necessary to point out that this is not Euclid VI., 19, and if this method of proof be adopted, it is necessary to show that the ratio of these squares is the same as the duplicate ratio of the lines on which they are described, in order that the proof may be complete.

As has been already stated, the answering of the deducibles was not satisfactory. Question 9* seems to have been the test question on the paper, as only the best boys obtained marks for it. Two or three really elegant solutions were given, but several contented themselves with merely pointing out how the line might be found, whereas in a problem of this nature it is all important to actually construct the line. The limit to the position of the point was only obtained by one or two.

The propositions were well answered by the over-age candidates, but the deducibles were rarely attempted.

The style of answering of both sections was good, but there is still room for improvement in this respect. Many of the best boys sent in very untidy papers, both as regards figures and proofs. Misplaced letters were very frequent, and this is an almost fatal mistake when applying some propositions, more especially those of the Second Book.

MIDDLE GRADE.—GIRLS.

Report of J. G. LEATHEN, M.A.

The manner in which the propositions were written out was, on the whole, very satisfactory, the most frequently occurring faults not being of a very serious character. Many of the candidates neglected to fully describe the figures, and in particular the manner of placing the triangles in Proposition 4 of Book VI. was seldom given accurately. The most important features of the proof of Book III., Proposition 11, were almost invariably omitted, but this is probably due to the defective way in which it is given in several of the text-books. Some of the definitions given of "similar figures" were very absurd. But most of the candidates seem to have intelligently appreciated the proofs of the propositions, though the form in which they wrote them out was frequently imperfect; and comparatively few betrayed their having trusted merely to memory.

* 9. Through a point F within a given circle draw a chord so that F may be a point of trisection of the chord. What is the limit to the position of F in order that the problem may be possible?

The answering on the deductions, however, was extremely unsatisfactory. Fifteen per cent. of the candidates tried them with success, the others passed them by without even attempting them. I cannot but think that the great majority of the students had never practised the working of problems; for many, who showed by their answering on the first part of the paper that they had a good grasp of geometrical ideas and methods, made no attempt whatever to apply them to the easy exercises proposed.

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of JOHN ENGLAND, M.A., Sc.D.; JOHN G. LEATHEN, M.A., and
HENRY C. McWHEENEY, M.A.

The answering, on the whole, has been good, and compares favourably with that of several previous years.

A large number of the candidates answered the first seven questions in a satisfactory manner, these being nearly all propositions whose enunciations were given exactly as in the ordinary editions of Euclid. It was, however, very different with the eighth question*, where the proposition was put in a slightly altered form; the greater number of the candidates failed to recognise it, and their attempts to invent a proof were unsuccessful.

The deductions, when done at all, were usually well done, but the proportion of candidates who attempted them was extremely small.

Some faults were of so frequent occurrence that it seems desirable to call attention to them. The enumeration of the twelfth proposition of Book II. was seldom given correctly, though the proof was generally known; in the eleventh of the same book the latter part of the proof was often slurred over, though the earlier part and the construction were correct. In the seventeenth of Book III. nearly all the candidates described the construction in an extremely careless manner, and neglected to specify the letters assigned to the various parts of the figure; and in the sixth question (III., 32) the part of the proof depending on III., 19, was, as a rule, omitted.

Many students drew figures of so grotesque a character as to inspire grave doubts regarding their understanding of the subject. In the eleventh of Book II. rectangles were proved equal of which one appeared to be three times the size of the other. The right angles in I., 48, and the obtuse angle in II., 12, were drawn in a manner that was quite absurd; it was no uncommon thing to see an angle of about sixty degrees representing an obtuse angle. Without demanding elaborate accuracy, one at least expects diagrams which shall have some resemblance to what they are supposed to represent.

Although the use of symbols is sanctioned, it can only be allowed when the candidate shows that he fully understands their meaning. A considerable improvement has taken place in this respect, but still some confound the signs for "greater," and "less;" and the sign \div has been frequently used for "and," especially in enumerating the sides of a triangle.

* 8. If a point C be taken within a circle, centre O, and through C, any chord ACB be drawn meeting the circle in A and B, prove that the difference of the squares on OA and OC is equal to the rectangle contained by AC and CB.

Give Euclid's enunciation of the proposition of which this affords a general proof.

JUNIOR GRADE.—BOYS—OVER-AGE.

Report of JOHN R. LEEBODY, M.A., D.Sc.

The answering was, on the whole, satisfactory, as the over-age candidates are not usually a strong class. The majority of those examined showed a fair knowledge of the prescribed portions of the text of Euclid, and over 70 per cent. reached the standard for pass. Very few showed any capacity for dealing with geometrical deductions.

JUNIOR GRADE.—GIRLS.

Report of JOHN R. LEEBODY, M.A., D.Sc.

The answering, taken all round, was poor. Many of the candidates showed a very imperfect acquaintance with the text of Euclid, and only some 13 per cent. of those examined reached the honor standard. Geometrical deductions seemed quite beyond the power of the great majority.

PREPARATORY GRADE.—BOYS.

Report of W. J. DILWORTH, M.A., and Rev. P. A. O'DONERTY.

The answering of the Preparatory Grade boys in Euclid must be regarded as satisfactory. A large number of those who failed knew nothing at all about the subject, and should not have been sent forward for examination.

Of the propositions asked, I., 26 was answered correctly by comparatively few, the reason being that many, instead of reading carefully the wording of the question and proving the "case" of the proposition that was asked, gave the proof of the "case" that was not referred to in the question. The very important definition of a "right" angle was very rarely given correctly, and the definitions of a parallelogram was also, as a general rule, given incorrectly. A boy who does not know what a parallelogram is cannot possibly have a clear conception of the hypothesis of I., 34, and yet it was no uncommon thing to find a boy answer the latter correctly who had failed to give the correct definition of a parallelogram. In answering I., 48, a great many candidates said, "produce the side," and in comparing the two triangles the "common side" was frequently added. In proving II., 9, a great number lost marks through not proving that certain angles were bisected by right angles. In giving the construction for II., 14, the common mistake of constructing a parallelogram instead of a rectangle was frequently made. The deductions proved to be fairly easy, and a large number of candidates obtained credit for one or more of them.

The style of answering was, on the whole, good. The proofs were nicely arranged and neatly written out, and the quotation of authorities for the different steps of the demonstration was highly creditable, but there was too great a tendency to slavishly follow the text-books in quoting postulates and axioms.

The figures left much to be desired, and there is room for improvement in this respect. In the figure of I., 48, it was quite a common thing to find a boy proving two angles, which were respectively one-third and five-thirds of a right angle, equal to each other.

Algebraic symbols for squares and rectangles were freely employed. This is objectionable, especially when employed by young boys, and is liable to lead to wrong notions. The symbol + was frequently used instead of "and," and this is open to serious objection when used in comparing the sides of two triangles that are identically equal. The geometrical symbol for a parallelogram was occasionally used to denote a rectangle. This leads to an awkward ambiguity in writing out such a proposition as II., 14.

PREPARATORY GRADE.—GIRLS.

Report of JOHN ENGLAND, M.A., D.Sc.

I beg to report that the propositions in Euclid were generally accurately answered by the majority of the candidates. Only about one-fourth of the total number attempted to answer the Deductions, and not one half of these succeeded in solving any of them.

The two cases of Proposition 26, 1st Book, were frequently confounded.

The definitions of a *right angle* and of a *parallelogram* were in many cases most inaccurate, such answers as the following not being uncommon—"A right angle is an angle of 90° ." "A right angle is one which is less than an obtuse but greater than an acute angle." "A parallelogram is a figure with all its sides parallel."

On the whole, I was quite satisfied with the knowledge of the text of Euclid shown by the majority of the candidates.

ALGEBRA.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of Rev. W. R. WESTROFF ROBERTS, M.A.

The answering was, on the whole, very good, some of the best boys and girls displaying marked intelligence and ability in overcoming the difficulties of some of the harder questions. A number of boys and girls who just obtained passes might have done much better had they confined their attention to some six questions instead of attempting the solution of every question on the paper. This was conspicuously so in the case of the over-age boys

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of Rev. M. BARRETT, JAMES J. GIBNEY, M.A., and SWIFT P. JOHNSTON, M.A.

It is pleasant for the examiners to be able to report that the answering was decidedly above the average. We have all been impressed with the exceedingly large number of instances in which the candidates have succeeded in obtaining full marks.

With regard to particular questions, the varied and ingenious attempts at the problem which involved ideas of rate and distance showed, in many cases, very considerable powers of mathematical reasoning. On

the other hand, in the cases in which the candidates were asked to give definitions they did not acquit themselves so creditably, though they were by no means exacting as to the terms in which the answers should be couched. Many substituted the *rule* for the definition, a mistake that should not occur even in this elementary grade. There was also the usual amount of carelessness, whereby much otherwise sound work was rendered completely valueless.

JUNIOR GRADE.—BOYS—OVER-AGE.

Report of ALEXANDER LARMOR, M.A.

Rather more than half the candidates were very weak, many sent up blank answer books. The remainder sent up fairly good papers.

JUNIOR GRADE.—GIRLS.

Report of ALEXANDER LARMOR, M.A.

A few candidates displayed exceptional merit, and the answering of a large number reached a very high standard, but it was somewhat disappointing to find that very few, even of these, were able to give correct definitions of the Highest Common Factor and the Lowest Common Multiple of two algebraical expressions.

The average candidate exhibited an incapacity for sustained accuracy in the simplification of algebraical expressions, due as much to confusion resulting from slovenly methods of working as to ignorance of the algebraical rules and processes.

JUNIOR GRADE.—GIRLS—OVER-AGE.

Report of Rev. THOMAS R. POWER.

While the answering was often defective, the neatness of the work in general deserves notice and commendation.

PREPARATORY GRADE.—BOYS.

Report of Rev. THOMAS R. POWER and Rev. W. R. WESTON ROBERTS, M.A.

The results, on the whole, are very good, and the work very accurate. Some slight difficulties in regard to minus signs and brackets occurred were very generally noticed and carefully treated—an evidence of good teaching and of intelligence in answering. Factorizing was much used and generally well understood. Not a few boys showed themselves ignorant of the method of finding the Highest Common Factor and the Lowest Common Multiple of the examples given in the paper. And also some boys, as usual, showed no knowledge of Algebra, and in ridiculous attempts to answer many or most of the questions on the paper, disregarded the most elementary rules of the science.

PREPARATORY GRADE.—GIRLS.

Report of JAMES J. GIBNEY, M.A.

The answering of the girls in the Preparatory Grade was of a satisfactory character, and requires no special comment.

I was glad to find that in the answer books sent up neatness was the rule and not the exception. The most noticeable defect was a tendency to attach questions on simplification—depending on easy factors—by long multiplications and divisions, sometimes followed by a forlorn attempt at finding a Highest Common Factor.

Question 7* was not well answered, few showing any power in the manipulation of the fractions that occurred. The co-efficients in the answer were sometimes found to exceed 100.

ARITHMETIC.

MIDDLE GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of S. FITZPATRICK.

In this grade, 593 boys of the prescribed age presented themselves; 520 passed, and of these 60 per cent. obtained honours. This is a very high honour roll and points to excellent teaching. There was a thorough knowledge of principles and rules shown by those who obtained honours. There are many candidates who still give in slovenly work, and not a few who delight in mystery. From a cloud of figures answers are given, and correct ones, but they did not come from the figures that surround and precede them. This is a very unworthy practice.

In fractional expressions of this form, $\frac{2}{3}$ of $\frac{1}{2}$ ÷ $\frac{3}{4}$ of $2\frac{1}{2}$, the true reading is that the product of the first two fractions is to be divided by the product of the other two fractions—the *of* joins as a bracket. If the $2\frac{1}{2}$ were preceded by the ordinary multiplication sign \times , there is a difference of opinion as to the reading. I always recommend that the $2\frac{1}{2}$ should not be multiplied by the $\frac{3}{4}$, but by the fraction preceding the division sign.

Many questions in Arithmetic are simplified by working with a *supposed* answer, and then by Proportion arriving at the true one. This will not always hold. In No. 13†, very many assumed a certain rate, and from the result endeavoured to get the true rate, forgetting that in Compound Interest the interest does not vary as the rate. In all cases where candidates assume answers and pursue following them up to the true ones they must not be satisfied if the *assumed* answer prove the true one; it is necessary to show that they understand how to get the true answer, no matter what was assumed.

* 7. From—

$$\frac{x}{4} - \frac{2x^2}{3} + \frac{6x^3}{5} - \left(\frac{2x^3}{10} - \frac{x^2}{6} - \frac{5x}{4} \right)$$

Subtract — $\frac{x^3}{2} + \frac{x^2}{3} - \frac{x}{6} - \left(\frac{x}{3} + \frac{4x^2}{6} - \frac{6x^3}{4} \right).$

† 13. A sum of £468 15s. invested at compound interest amounted in 2 years to £507: find the rate per cent

Report of the Intermediate

MIDDLE GRADE.—BOYS—OVER-AGE.

Report of GEORGE R. O'CONNOR.

The answering was, on the whole, satisfactory, but the *quality* of the work was hardly of such a character as to deserve general commendation. In this grade comparative excellence of method in working out the solutions is reasonably to be expected, but this expectation was in very many cases far from being realized; a looseness and general carelessness in style was frequently evidenced, and correct answers were eventually obtained after methods unfashioned and prolix, a neat and concise system of work being absent. Of course these observations are intended to apply to the answering generally, for in a few cases the candidates acquitted themselves very creditably indeed. Generally speaking, questions involving thought and consideration were treated intelligently, but where the questions were purely in the nature of calculations, the methods of solution were far from satisfactory. A large number of the candidates employed certain formulæ (for instance, in Interest and Discount), the meaning of which they certainly did not understand; for, starting with a particular formula which would ensure a correct solution, many of the candidates, on the application of the formula, launched into figures which produced the most annoying and unintelligible results.

MIDDLE GRADE.—GIRLS.

Report of W. A. HOUSTON, M.A.

The answering on this paper left much to be desired. There were a few good, and a moderate number of medium, candidates, but the majority showed decided weakness in the subject.

There were far too many of that class of answers which the exercise of the smallest amount of common sense should have shown to be ridiculous. For example, it is hardly likely that the payment of a small insurance premium and income tax should reduce a man's income from several thousands to five hundred a year, and yet a large proportion of the candidates gave answers implying this.

Considerable weakness was exhibited in dealing with questions on Interest and Discount, two of the most important subjects in this examination.

The papers were as a rule neatly worked, and the writing good.

On the whole, though not very bad, the answering was not of a high standard of excellence.

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of REV. JAMES DOWD, B.A., and REV. JOHN W. TRISTRAM, M.A., D.D.

The answering of the Junior Grade Boys in Arithmetic shows in general a very intelligent knowledge of the *course*. This is the more apparent in the newly learned rules, square and cube root, and simple interest, and in these questions that can be brought directly under some established rule. The working of the questions in *Vulgar Fractions* was often needlessly diffuse. Mistakes were too often noticeable in taking down the question originally. The general standard of answering is high, and shows most successful and careful teaching of this important subject.

JUNIOR GRADE.—BOYS—OVER-AGE.

Report of S. FITZPATRICK.

Over 300 boys presented themselves in this section, and although the answering could not be pronounced good, it denoted satisfactory improvement. There was much more care and earnestness evident; indeed many of the papers were worked with a success that could not be surpassed if the candidates were struggling for a valuable prize.

JUNIOR GRADE.—GIRLS.

Report of Rev. JAMES DOWD, B.A., and S. FITZPATRICK.

There is a marked improvement in the answering of the Junior Grade girls, as compared with the answering half-a-dozen years ago. It is clear that much time has been profitably given to the teaching of this important subject. Not the least satisfactory sign is the extreme neatness that characterised the work of most of the candidates. Should the progress be maintained for a few years longer the examiners in Arithmetic will not have to complain of the comparative weakness of the girls in this subject. Judging by the answering, there was no question that could be said to have been too difficult for the candidates. In No. 14* many who attempted it failed from having a confused notion of linear square, and cubical measurement.

PREPARATORY GRADE.—BOYS.

Report of W. A. HOUSTON, M.A.

The work done on this Arithmetic paper was very good. A large number of the candidates obtained high marks, and showed an excellent knowledge of the subject.

The subject in which most weakness was exhibited was Proportion. Many of the candidates do not seem at all familiar with the methods of finding a missing term, except when that missing term ought to occupy the fourth place in the proportion. This seems to indicate a knowledge of the rules with an imperfect understanding of the principles on which these rules depend.

A good many answers were given which a moment's consideration ought to have shown to be absolutely impossible, and these, too, in the papers of candidates whose work was otherwise satisfactory. Teachers should try to enforce on their pupils the absurdity of giving such answers.

A fair number of the candidates lost marks through pure carelessness, sometimes through not reading the questions properly.

The work was, on the whole, neat and well arranged, though there were some notable exceptions.

The work of the majority was highly satisfactory, and speaks well for the efficiency of the teaching of Elementary Arithmetic in the boys' schools.

* 14. A cubical block of stone contains 91·125 cubic feet; it is enclosed by a railing which is 3 feet from the stone at every side. Find how many square feet there are in the unoccupied part of the enclosure.

PREPARATORY GRADE.—GIRLS.

Report of S. FITZPATRICK.

The improvement in the teaching of Arithmetic is going on very satisfactorily. Neat, well ordered work, and well reasoned also, is becoming very common.

In this grade, and indeed through all the grades, there is a great absence of reflection as to the reasonableness of the answer obtained. It was not unusual to find a servant paid at the rate of £42 a year, receiving hundreds of pounds for part of a year, and the weight of a sovereign given as over 6,000 grains. The latter answer suggests the necessity of having the children made *practically* acquainted with weights and measures; it is always an interesting lesson, and will prove very valuable. More attention should be paid to the enumeration of decimal fractions. Such an expression as $\cdot 35$ should be read as thirty-five hundredths, and not as three tenths and five hundredths. When the decimal figures are extended, this form becomes most unsatisfactory, if not valueless.

BOOK-KEEPING.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of GEORGE R. O'CONNOR.

Taken generally the answering in this grade was highly satisfactory, and exhibited, not only intelligence of thought, but neatness and taste, in the consideration of the questions. A very large percentage of honours was obtained, and a few of the boys produced papers of a distinctly creditable character. I regret to have to say, however, that the praise I have expressed must be limited in a great measure to the boys, for the answering of the girls was, comparatively speaking, of a much lower order of merit, and I am reluctantly forced to the conclusion that the training of the girls in this subject is very far from being as satisfactory as that of the boys. This is not so apparent in the matter of knowledge of the principles as in the method of keeping the books. A careless system was the almost invariable characteristic, and the special forms of books and accounts given in the answer-books seemed to be altogether unfamiliar to the girl candidate. The journal was very often a confused mass of entries entirely lacking in order and method; while the headings of the ledger accounts were frequently placed in the most obscure places. A few of the girls, no doubt, turned out very satisfactory papers, but, as I have said, the work of the girls generally is considerably inferior to that of the boys.

JUNIOR GRADE.—BOYS AND GIRLS.

Report of GEORGE R. O'CONNOR.

I examined the papers in this grade of 1,312 boys and 186 girls, and judging by the results generally, I consider that much is yet to be desired in the quality of the answering. In this subject, neatness of work is obviously to be expected, and my experience of the papers leads me to believe that the students generally are not trained in the observance of that neatness of work which next to knowledge of the principles

is all-essential. The answers to the questions on theory were often of a confused character, or, rather, I should say, showed a confusion of thought in the minds of the candidates. A "Cash-book," for instance, being confounded with a "Waste-book," etc. What I should like to see more strictly observed, however, is the *method* of style and neatness in the work. The Journal was very frequently drawn up in the most loose fashion, and the meaning of the double row of money columns did not appear to be properly understood, or, if understood, they certainly were not properly made use of. The Ledger entries were fairly satisfactory. Having made the foregoing observations on the results generally, I am very pleased to have to say that the work exhibited by some of the candidates was of a very satisfactory and creditable character.

NATURAL PHILOSOPHY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of J. HUSTON STEWART, B.A., B.Sc.

The calibre of students remains much the same from year to year, the adequacy of their teaching and examination is subject to considerable fluctuations. In all the grades this year I found evidence of good and sound teaching, and the questions set with a special view of testing the students' practical acquaintance with the subject were in many instances answered in a manner which left little to be desired. On the other hand, many students showed that they formed no practical acquaintance with the subject. This was particularly the case in the Senior Grade. There was no special feature in the answering of the ten girls who took the subject.

CHEMISTRY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of ERIC A. WERNER, F.I.C., F.C.S.

The answering in the Junior Grade taken all round was most satisfactory, more than half of the candidates obtained high marks.

In many cases it was evident from the style of the answers, that the candidates had seen many chemical experiments performed, and had done some Practical Chemistry themselves, though unfortunately this was not as general as one would wish.

In the Middle and Senior Grades, where the number of papers was small, the answering in General Chemistry was good, but the attempts to answer the questions bearing on chemical philosophy, and chemical calculations were decidedly weak. This, was not the case with the Junior Grade, where the candidates showed a very clear knowledge of elementary chemical theory.

BOTANY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS ONLY.

Report of ALEXANDER BLAYNEY, M.A., M.D.

The answering in Botany is somewhat uneven in the case of individual candidates. This is to be expected in a science which may be entered upon by several portals. Some students have answered morphological questions well, but the order definitions badly. The description of a plant or the orders are given in other cases whilst there is a weakness in physiology. I suggest, therefore, the learning of the definitions and distinctions in Morphological Botany as perfectly as possible, that the exact peculiarities of each tissue be studied by microscope and diagram, that the principles of plant physiology be studied not merely by book, but by simple reference to the plants themselves. An order must be learned by a reference to a characteristic plant, but the chief common characters of the order should be thoroughly made up by the student. The description of a plant is not easy for every student. I would suggest that a table be made out giving a list of the organs, root, stem, &c., with the varieties of each; and that the powers of the observer might be tested in the matter of selecting the appropriate terms.

DRAWING.

OBJECT DRAWING.

SENIOR GRADE.—BOYS.

Report of THOMAS M. LINDSAY.

The average quality of the work done is creditable, and shows a distinct improvement upon that of last year.

Several of the best drawings are in lead pencil—a simpler medium to deal with than either chalk or stamping powder.

SENIOR GRADE.—GIRLS.

Report of THOMAS M. LINDSAY.

As in the case of the boys, the general work is much better than that of last year. There is, however, still a disposition to blackness in the shading, which gives a false value to the tones, and obscures the drawing.

The best drawing is in a very light key, and in lead pencil.

An otherwise excellent set of four drawings, evidently from the same school, is in Conté chalk. The lines, however, used to suggest the tones are drawn diagonally and parallel, which causes a sort of pattern, the effect given being that of mechanical ruling.

PERSPECTIVE AND PROJECTION OF SHADOWS, ETC.

SENIOR GRADE.—BOYS.

Report of EDWARD S. O'BRIEN, B.A., D.E.

The candidates' work in Perspective was remarkably good, and none of the students showed evidence of being unprepared or being without knowledge of the elementary principles. In the Projection of Shadows, however, there was a very great falling off, and it was very evident that few candidates had paid serious attention to this branch of the subject. The work done in Perspective was so good that, in spite of the general falling off in Projection of Shadows, etc., that the total average answering is decidedly high and very creditable.

There were no over-age candidates in this subject.

SENIOR GRADE.—GIRLS.

Report of EDWARD S. O'BRIEN, B.A., D.E.

The general results in this subject are very satisfactory. No unprepared candidates presented themselves, and very few showed ignorance of elementary principles. The average answering was very creditable, though not so high as that of the Senior Grade boys, though better marks were obtained in Projection of Shadows, etc.; much improvement could still be made in this section. General results may be considered decidedly satisfactory.

There was only one over-age candidate, whose work was up to a high standard.

FREEHAND.

MIDDLE GRADE.—BOYS.

Report of GEORGE M. ATKINSON.

The average result of the Freehand exercises is satisfactory; carelessness will again account for much of the incompleteness and consequent low marks. In the setting out of the exercises several of the candidates showed a want of elementary art education. The division of the example into three sections—geometrical bases, the balance of parts, and the growth or filling in of the flower in the centre, obvious to the most casual observer—was generally understood and so taken up by the students. The centre of the example was in some cases rushed at—these consequently failed—while in others it brought out the true and careful art training, and enabled me to award high marks.

MIDDLE GRADE.—GIRLS.

Report of GEORGE M. ATKINSON.

The example was very full, but it was fairly understood and in most cases well carried out. The subject appears to have pleased the girls—perhaps they recognized that the lace pattern would be useful to them.

PRACTICAL GEOMETRY.

MIDDLE GRADE.—BOYS.

Report of JOHN CARROLL.

There is a slight improvement on the work of former years in that part of the paper dealing with problems in Orthographic Projection, though the drawings generally are far from satisfactory. Question 5, dealing with the intersection of two planes, is rarely attempted and in very few cases correctly solved. This part of the course of instruction evidently needs more attention.

The solutions to the questions in Isometric Projection are, in the main, very satisfactory and give evidence that in most of the schools the subject is well taught.

MIDDLE GRADE.—GIRLS.

Report of EDWARD S. O'BRIEN, B.A., B.E.

Although nearly 7 per cent. of the candidates examined appeared to be quite unprepared, the average marking was high and a good deal of the work really excellent. The highest average of answers was received to Question 2 and the lowest to Question 6, and Questions 3, 4, and 5 were also not as satisfactorily answered as the rest. The results generally are good, and showed a very fair knowledge of the principles of Projection.

The work of the over-age students was very similar to that of the others, but not quite so good.

FREEHAND.

JUNIOR GRADE.—BOYS.

Report of THOMAS M. LANDRAY.

A capital set of papers. The high standard of merit of last year has been well maintained.

One beautiful drawing received full marks, while a large proportion have obtained more than 50 per cent.

It is to be noticed that the old practice of drawing and finishing one side only of the example, and that most carefully, still obtains, instead of indicating the proportions of the whole by means of constructional lines and masses.

JUNIOR GRADE.—GIRLS.

Report of EDWARD S. O'BRIEN, B.A., B.E.

The average in this subject is very fair indeed. A good proportion of the candidates submitted really excellent work, and the majority of the other candidates obtained very good marks. Altogether the results are satisfactory and encouraging.

The work of the over-age candidates did not show any marked difference to that of the others.

PRACTICAL GEOMETRY.

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of JOHN CARROLL.

I am pleased to notice a marked advance in scale drawing, which has in former reports been commented on so unfavourably.

Accuracy and neatness of execution, as tested in Question 2, is generally satisfactory, though many candidates failed to secure *full* marks through not inscribing the *largest possible* octagon in the square.

The construction of similar figures is weak, as evinced in the solutions to Question 3.

Equality of size is sometimes substituted for *similarity of form*.

The questions in Solid Geometry are frequently attempted, and in many instances satisfactorily completed. Marks have been lost chiefly through the candidates not realizing the difference between a *horizontal* and a *vertical* section

JUNIOR GRADE—BOYS—(OVER-AGE).

Report of THOMAS M. LINDSAY.

The average work sent up is not good. There is too frequently a lack of even elementary knowledge, such as the true shape of a rhombus. Few candidates appear to have understood what a regular octagon of the largest possible dimensions "inscribed within a square means, and in most cases the Solid Geometry has been avoided.

The work, too, has been done in a slovenly, careless manner, as though a *knowledge* of the problems was sufficient without a corresponding mechanical effort. This and other evidence would suggest that the pupils have been left to acquire their knowledge from the text-book without sufficient supervision.

A few of the papers, however, are admirable, the Scale Drawing especially being correct and beautiful.

JUNIOR GRADE.—GIRLS.

Report of EDWARD S. O'BRIEN, B.A., B.E.

The average of work done in this subject was not so good as it should be; for, although the number of unprepared students was not exceptionally large, yet there were a great many who showed only a slight knowledge of their subject, and could have received very little teaching in it. On the other hand, the number that received really high marks was very satisfactory, and a fair proportion of really good work was submitted. The worse average work was received in connection with Question 1, and the best in connection with Question 4 and,

as it has been pointed out in previous reports, sufficient attention is not given to the construction of scales, with which Question 1 dealt. Generally, although a fair proportion of excellent work was received, and such that was very creditable both to the candidates and their teachers, yet a large number of the candidates did not show as good a knowledge of their subject as might be expected from them.

With the exception that the proportion of unprepared candidates was greater, the answering of the over-age students was very similar to that of the others, and the above remarks will equally apply to them.

FREEHAND.

PREPARATORY GRADE.—BOYS.

Report of GEORGE M. ATKINSON.

There is a decided advance in the average quality of the exercises submitted this year. I anticipated this when settling on the example to be used. There is still a great want of attention on the part of several students, who could easily have done much better. This carelessness and negligence of the instructions has caused a considerable reduction of their marks. The obvious proportions of the several parts of the glass, also, were often neglected. But I was pleased to find a large number reached, and are awarded, well above the honour marks.

PREPARATORY GRADE.—GIRLS.

Report of GEORGE M. ATKINSON.

The remarks on the work of the boys, Preparatory Grade, apply equally to those of the girls. The results are satisfactory; more attention is given by the girls to the instructions issued, and the exercises show that good preparatory instruction is given in most cases.

MUSIC.

JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS ONLY.

Report of JOSEPH SEYMOUR, MUR.B.

All Three Grades.—There is much to be desired in the direction of legible music-writing, correct shape of notes and rests, and spacing of semibreves and ledger lines. If teachers realised that many marks may be lost to their candidates through the illegibility of their notation they would insist on a neat style of music-writing. The answering to the questions on musical terms and symbols shows some improvement on that of last year.

Senior Grade.—In this Grade the Harmony and Analysis Exercises were fairly well worked; the Counterpoint, notwithstanding the high marks obtainable, continues to be neglected; knowledge of "Forms" shows a slight improvement; History fairly good; Transposition good.

Middle Grade.—Answering very variable. One might say that one half of the candidates relied for high marks on History and Rudiments, and the other half on Transposition and Harmony.

Junior Grade.—Excellent answering in the First and Second requirements; Harmonising from Figured Bass mostly good; Analysis rather weak, especially in the exercise for describing errors, the answers to which were in a very large number of cases the merest random guesses. In this Grade a large number of marks was lost through illegible music-writing, a fault which should be checked by teachers at the start, as it grows on the students, and accompanies their subsequent efforts in the higher grades with very bad result.

SHORTHAND.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of GEO. WM. BUNBURY and M. T. O'MALLEY.

We beg to submit the following report on the examination of the Answer Books in the subject of Shorthand.

Junior Grade.—The answering in this Grade was fairly satisfactory. Many of the candidates did both of the papers in a very creditable manner, and were awarded special marks for neatness of style, and accuracy of outline. We regret, however, to have to report that a large number of those who entered for the examination failed to reach the pass standard, owing no doubt to want of proper preparation. Some of the students could scarcely be said to have had more than a mere knowledge of the phonographic alphabet, and were entirely ignorant of the principle of phonetics on which Pitman's shorthand is based.

In the working out of the A paper, the following weak points were the most apparent, viz. :—

- The use of the stroke S for the circle S, and *vice versa*.
- The placing of the R, L, N, and V hooks on the wrong sides of the consonants.
- The writing of R for L, and *vice versa*.
- Almost complete neglect of the halving principle.
- The writing of Th for stroke S, and *vice versa*.

The B paper, which was composed of easy matter, was in a number of cases very badly done, and many candidates who obtained high marks for the A paper could only be awarded a small number for the B paper. This was entirely due to the want of sufficient practice in the reading of lithographed shorthand, and was the cause of the failure of several of the students. The importance of reading practice should be impressed upon the phonographic student from the outset of the study, and we feel sure that if more attention had been devoted to this matter, the number of passes would have been largely increased. Such absurd errors as the following were made by many of the candidates—"The *cas* is the young of the cow," "No *horse* begins to grow until the *cas* is three years old," &c. Errors of this description could not possibly have been made if the students had been in the habit of carefully reading lithographed shorthand. The candidates' orthography in this Grade was particularly weak, and marks were lost in consequence.

Middle Grade.—The answering in this Grade was very satisfactory and showed that the phonographic principles had been thoroughly understood. Many of the A papers were exceptionally neat and accurate, and almost free from errors.

The B paper, as in the Junior Grade, was not nearly so well executed, and here again it was quite evident that the candidates had not had sufficient shorthand reading practice.

Senior Grade.—We regret to have to report that of the small number of candidates who entered in this Grade a large proportion failed, owing, no doubt, to the want of proper preparation for the examination. It was quite apparent that several of those who failed had but a mere elementary acquaintance with the system, and consequently could not have been awarded sufficient marks to entitle them to a pass. Some of the papers of the successful candidates were exceptionally good, one boy obtaining nearly full marks for both papers.

The B paper in this Grade was not nearly so well rendered as the A paper, and this we can only repeat was due to the students not having had sufficient shorthand reading practice. To the question of reading practice we would desire to draw the special attention of teachers and pupils, as if this important matter in the study of shorthand be neglected, it is absolutely impossible to become an efficient shorthand writer.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH RESULTS FEES WERE PAID IN 1898, AND
AMOUNTS OF SUCH FEES.

BOYS.
LANSIER.

County.	Town.	Name of School.	Amount paid (1897-1898) English School.	Amount paid (1897-1898) Teacher Amount.	Total Amount Paid.
			£ s d	£ s d	£ s d
CLAREMONT.	Seagrove.	St. Joseph's Catholic School.	0 7 0	75 7 0	76 14 0
	Claremont.	Claremont College.	12 0 0	110 0 0	122 0 0
	Do.	Catholic School.	0 12 0	40 0 0	40 12 0
	Tisbury.	St. Michael's Rectory.	0 0 0	30 0 0	30 0 0
DORSET.	Bath.	Salisbury College O.S.B.	20 0 0	100 0 0	120 0 0
	Do.	Cambridge Rectory, St. James' Church-street.	30 0 0	90 11 0	120 11 0
	Do.	Catholic University School, St. James' Church-street.	7 0 0	65 0 0	72 0 0
	Do.	Catholic School, Newmarket-street.	40 0 0	100 0 0	140 0 0
	Do.	Do. Hinton.	20 0 0	100 0 0	120 0 0
	Do.	Do. North Bournemouth-street.	10 0 0	100 0 0	110 0 0
	Do.	Do. North Bournemouth-street.	10 0 0	1,270 0 0	1,280 0 0
	Do.	Do. Bournemouth-street.	10 0 0	100 0 0	110 0 0
	Do.	Do. Bournemouth-street.	10 0 0	100 0 0	110 0 0
	Do.	Do. Bournemouth-street.	10 0 0	100 0 0	110 0 0
	Do.	Do. Bournemouth-street.	10 0 0	100 0 0	110 0 0
		Dorset Intermediate and Commercial School.	20 0 0	100 0 0	120 0 0
		Total Paid.	120 0 0	1,270 0 0	1,390 0 0

List of Schools to the Managers of which Results Fees were Paid in 1899, and Amounts of such Fees—continued
BOYS.

County.	Town.	Name of School.	Amount paid (County Education Department)	Amount paid (Local Taxation, August 1.	Total Amount paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
Dorset—continued.	Dorchester.	Christian Schools.	51 11 0	11,797 26 0	12,308 36 0
	Do.	Educational Institution.	64 11 0	889 20 0	953 31 0
	Do.	St. Mary's College.	27 0 0	722 1 0	749 1 0
Hants.	Exton.	Christian Schools.	14 10 0	127 11 0	141 11 0
	Marble.	St. Philip's Rectory.	55 1 0	250 0 0	305 1 0
Gloucester's County	Alverton.	Frederic School.	18 0 0	87 14 0	105 14 0
	Sturminster.	Christian Schools.	0 26 0	89 20 0	90 46 0
	Minster.	The Monastery.	0 0 0	65 0 0	65 0 0
	Perthampton.	Christian Schools.	—	4 0 0	4 0 0
	Do.	Incorporated Society's Collegiate School.	27 15 0	423 0 0	450 15 0
Wiltshire.	Devizes.	Free School.	30 10 0	147 0 0	177 10 0
	Mellor.	Christian Schools.	24 11 0	112 10 0	136 21 0
	Do.	Intermediate School.	—	1 10 0	1 10 0
Worcester	Halloway.	Christian Schools.	27 0 0	180 12 0	207 12 0
	Gore.	Do.	5 20 0	10 14 0	15 34 0
	St. John's.	Do.	17 11 0	79 30 0	96 41 0
	Wendover.	Christian Schools.	25 7 0	160 64 0	185 71 0
	Do.	St. Peter's College.	84 10 0	256 00 0	340 10 0
	Do.	Trinity School.	0 0 10	30 2 0	30 2 10
		Total.	1,800 27 10	12,499 1 0	14,299 28 10

BOYS.
CLERICAL.

County.	Town.	Name of School.	Amount paid (1890-91) (Total & 1890-91)	Amount paid (1890-91) (Total & 1890-91)	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
LONDON.	Andover.	Andover Intermediate School.	2 15 0	25 0 0	27 15 0
	Ballymore.	St. Michael's Academy.	3 10 0	25 4 0	28 14 0
	Do.	St. Michael's School, High-street.	65 0 0	25 17 0	90 17 0
	Do.	Collegiate and Intermediate School.	12 10 0	25 10 0	37 10 0
	Do.	Intermediate School, St. Michael's.	1 10 0	5 17 0	6 27 0
	Ballymore.	Intermediate School.	22 10 0	25 0 0	47 10 0
	Do.	St. Michael's School.	—	7 10 0	7 10 0
	Barnet.	St. Michael's College.	44 10 0	25 0 0	69 10 0
	Do.	St. Michael's School.	40 0 0	25 0 0	65 0 0
	Do.	Intermediate School, Andover-road.	—	5 14 0	5 14 0
	Do.	St. Michael's College.	25 12 0	25 0 0	50 12 0
	Do.	Methodist College.	40 0 0	25 0 0	65 0 0
	Do.	Royal Academy of Music.	25 0 0	25 0 0	50 0 0
	Do.	Royal Academy.	22 10 0	25 0 0	47 10 0
	Do.	St. Michael's College.	25 0 0	25 0 0	50 0 0
	Larne.	St. Michael's School.	5 10 0	25 0 0	30 0 0
	Lifford.	Intermediate School.	12 17 0	25 0 0	37 17 0
	Do.	St. Michael's School.	5 10 0	25 0 0	30 10 0
	Templepatrick.	St. Michael's School.	1 10 0	5 10 0	6 10 0
		Carried forward.	21 14 0	270 0 0	291 14 0

Less of Schools to the Managers of which Results Fees were Paid in 1888, and Amounts of such Fees—continued.

BOYS.

County.	Town.	Name of School.	Amount paid (Results Fees—MONEY)	Amount paid (Results Fees—TERRACE)	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
		Brought forward,	871 12 0	2,798 0 0	3,669 12 0
ARMSH.	Armsch.	Catholic Grammar School,	0 0 0	11 10 0	11 10 0
	Do.	Christian Schools,	7 1 0	10 10 0	17 1 0
	Do.	Royal School,	10 11 0	100 11 0	110 12 0
	Do.	St. Patrick's College,	86 11 0	120 12 0	207 3 0
	Do.	The Anderson,	7 10 0	27 0 0	34 10 0
	Long,	The College,	87 11 0	100 0 0	187 11 0
CLYDE,	Clyde,	Royal School,	10 0 0	100 10 0	110 10 0
	Do.	St. Patrick's College,	10 0 0	111 0 0	121 0 0
DUMFRIES,	Dumfries,	St. James's Academy,	81 7 0	100 10 0	181 7 0
	Edinburgh,	Four Brothers School,	—	10 10 0	10 10 0
	Edinburgh,	Royal School,	10 1 0	71 10 0	81 11 0
DUNDEE,	Dundee,	Academy Institution,	0 10 0	11 0 0	11 10 0
	Dundee,	Grammar School,	10 10 0	10 10 0	20 10 0
	Dundee,	Three Brothers School,	10 10 0	10 0 0	20 10 0
	Dundee,	College School, Tullyhally,	0 0 0	10 0 0	10 0 0
	Dundee,	Christian Schools,	10 10 0	100 0 0	110 10 0
	Do.	Intermediate School,	10 0 0	10 10 0	20 10 0
	Do.	St. Columba's College,	10 10 0	10 0 0	20 10 0
DUNDEE,	Dundee,	Thomas Royal School,	10 10 0	100 10 0	210 10 0
		Carried forward,	1,007 12 0	4,200 0 0	5,207 12 0

LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1888, and Amounts of such Fees—continued.

BOYS.

County.	Town.	Name of School.	Amount paid (Original Balance Sheet).	Amount paid (Closing Balance Sheet).	Total Amount paid.
		Brought forward,	£ s. d.	£ s. d.	£ s. d.
SOMERSET.	Colbridge.	Anglo-Saxon Test School,	857 18 0	1250 0 0	2107 18 0
	Ilminster.	St. John's School,	27 14 0	154 0 0	181 14 0
	Langford.	St. John's School,	0 0 0	0 0 0	0 0 0
	Do.	Do.	0 27 0	0 10 0	0 37 0
	Do.	Do.	28 1 0	760 0 0	788 1 0
	Do.	St. Andrew's College.	54 17 0	128 12 0	182 9 0
SOMERSET.	Langford.	St. John's School,	20 0 0	99 10 0	119 10 0
	Do.	St. John's School,	10 0 0	40 0 0	50 0 0
	Do.	St. John's School,	0 0 0	0 14 0	0 14 0
SOMERSET.	Do.	St. John's School,	10 11 0	176 0 0	186 11 0
SOMERSET.	Do.	St. John's School,	0 0 0	0 0 0	0 0 0
	Do.	St. John's School,	0 0 0	0 0 0	0 0 0
	Do.	St. John's School,	0 0 0	0 0 0	0 0 0
	Do.	St. John's School,	0 0 0	0 0 0	0 0 0
	Do.	St. John's School,	0 0 0	0 0 0	0 0 0
	Do.	St. John's School,	0 0 0	0 0 0	0 0 0
	Do.	St. John's School,	0 0 0	0 0 0	0 0 0
	Do.	St. John's School,	0 0 0	0 0 0	0 0 0
Total.			1,250 0 0	1,250 0 0	2,500 0 0

LIST of SCHOOLS to the Managers of which Bunkie Fees were Paid in 1899, and Amounts of such Fees—continued.

BOYS
SUMMER.

County.	Town.	Name of School.	Amount paid (English Education).	Amount paid (Latin Education).	Total Amount paid.
CLARE,	Do.,	Christian Schools,	£ 18 12 6	£ 18 12 6	£ 36 24 12
	Do.,	St. Thomas's College,	25 0 0	500 12 6	525 12 6
	Southdown,	Christian Schools,	4 18 0	45 0 0	49 18 0
	Elfrinst,	Classical School,	—	2 18 0	2 18 0
	Edinhal,	Edinhal School,	8 10 0	20 0 0	28 10 0
	Do.,	Private School,	7 18 0	20 0 0	27 18 0
	Alfrink,	Christian Schools,	4 18 0	10 12 6	14 30 6
COSS,	Baydon,	Grammar School,	5 0 0	50 18 0	55 18 0
	Charlton-on-Bois,	St. Peter College,	—	0 0 0	0 0 0
	Charlton-on-Bois,	Christian Schools,	22 0 0	144 0 0	166 0 0
	Cork,	Do.,	500 0 0	4,000 0 0	4,500 0 0
	Do.,	Christian Reformed College,	50 0 0	500 18 0	550 18 0
	Do.,	Grammar School,	40 0 0	200 18 0	240 18 0
	Do.,	Protestant College, Marlton,	144 0 0	400 0 0	544 0 0
	Do.,	Queen's Head College School,	14 0 0	10 0 0	24 0 0
	Exmouth,	Christian Schools,	11 18 0	10 18 0	22 36 0
	Worms,	Do.,	18 18 0	10 18 0	29 36 0
Grand Total,			£ 1,018 12 6	£ 4,510 12 6	£ 5,529 25 12

List of Schools to the Managers of which Receipts have been Paid in 1866, and Amounts of each Paid—continued.

N. Y. H.

County.	Town.	Name of School.	Amount paid (Current Receipts only).	Amount paid (Total Receipts Account).	Total Amount paid.
Cattaraugus.		Carried forward.	£ s. d.	£ s. d.	£ s. d.
	Primary,	Primary School,	440 10 0	1,000 00 0	1,440 10 0
	Do,	St. Catharine's College,	100 00 0	100 00 0	200 00 0
	Madison,	Madison Academy,	0 0 0	50 00 0	50 00 0
	Millerton,	Clinton School,	10 0 0	10 0 0	20 0 0
	Do,	The College,	11 10 0	10 00 0	21 10 0
	Willsboro,	Clinton School,	50 00 0	100 00 0	150 00 0
	Greenbush,	Greenbush College,	50 00 0	100 00 0	100 00 0
	Rockwell,	Rockwell Academy College,	0 0 0	100 00 0	100 00 0
	Remond,	St. Pauline's College,	0 0 0	10 0 0	10 0 0
	Do,	College School,	0 0 0	0 0 0	0 0 0
	Edinboro,	College School,	0 0 0	10 00 0	10 00 0
	Do,	Edinboro School,	0 10 0	10 00 0	20 10 0
	Do,	Madison Intermediate School,	0 0 0	10 0 0	10 0 0
	Do,	University and Intermediate School,	0 0 0	10 00 0	10 00 0
	Tonawanda,	Clinton School,	10 0 0	100 00 0	110 00 0
Rensselaer.	Do,	Do,	10 0 0	10 00 0	20 00 0
		Carried forward.	£ s. d.	£ s. d.	£ s. d.

List of Schools to the Managers of which Bursar's Fees were Paid in 1896, and Amounts of such Fees—continued.

BOYS.

County.	Town.	Name of School.	Amount paid (Bursar's Fees)			Amount paid (Bursar's Fees)			Total Amount paid		
			£	s.	d.	£	s.	d.	£	s.	d.
LONDON—continued.		Brought forward.	4	0	0	4	0	0	8	0	0
	Edinboro.	St. Eusebius's Rectory.	77	8	4	423	4	8	499	12	0
	Edinboro.	St. Michael's College.	14	8	0	144	8	0	158	16	0
	Tring.	Christine School.	80	16	8	228	12	8	308	28	0
	Do.	International and University School.	82	18	8	222	18	8	304	36	8
	Do.	International School, Nelson-street.	1	8	8	4	7	8	5	15	8
LONDON.	Marble.	Clarendon School.	478	0	8	564	7	8	1,042	7	8
	Do.	High School, Whitton-street.	8	7	8	1	18	8	9	0	8
	Do.	International School, George-street.	22	4	8	40	2	8	62	6	8
	Do.	Mt. St. Agnes.	18	4	8	78	8	8	96	12	8
	Do.	St. Mary's College (SAC).	44	8	8	222	8	8	266	16	8
	Do.	St. Michael's College.	22	8	8	248	7	8	270	15	8
	Do.	Tilford Endowed School.	4	7	8	28	7	8	32	14	8
TIPPERARY.	Carrigrohilly.	Christine School.	40	18	8	128	8	8	168	26	8
	Carrigrohilly.	Do.	8	8	8	88	8	8	96	16	8
	Do.	St. Mary's College.	184	8	8	1,428	8	8	1,612	16	8
	Carrigrohilly.	Christine School, St. Mary's.	8	7	8	88	7	8	96	14	8
Brought forward.			4,078	12	8	5,078	12	8	9,156	24	8

List of Schools to the Managers of which Bursar Fees were Paid in 1860, and Amounts of such Fees—continued
BOYS.

County.	Bursar.	Name of School.	Amount paid (original Bursar's account).			Amount paid (Bursar's Treasurer's account).			Total Amount paid.		
			£.	s.	d.	£.	s.	d.	£.	s.	d.
Tyrone and Fermanagh.		Brought forward.	1	0	0	1	0	0	2	0	0
	General.	Queen's School.	—	—	—	11	5	0	11	5	0
	Do.	Christians Schools, St. Peter and Paul's.	4	4	0	37	1	0	41	5	0
	Do.	Do.	25	0	0	120	15	0	145	0	0
	Do.	Do.	22	10	0	80	15	0	102	5	0
	Do.	Do.	10	1	0	147	10	0	157	0	0
WATERFORD.	Do.	Queen's School.	3	4	0	61	0	0	64	10	0
	Do.	Queen's School.	44	5	0	258	11	0	302	16	0
	Do.	St. Augustine's Convent.	4	10	0	20	1	0	24	11	0
	Do.	Queen's School.	8	10	0	22	11	0	30	1	0
	Do.	St. Augustine's Convent.	20	15	0	14	1	0	34	16	0
	Do.	The College.	11	2	0	40	0	0	51	2	0
	Do.	Queen's School.	1	4	0	27	10	0	28	14	0
	Do.	Queen's School.	12	10	0	205	1	0	217	11	0
	Do.	Queen's School.	17	10	0	111	0	0	128	10	0
	Do.	Queen's School.	1	4	0	20	1	0	21	5	0
	Do.	Queen's School.	0	2	0	16	10	0	16	12	0
	Do.	St. Mary's College.	—	—	—	20	11	0	20	11	0
		Total.	108	0	0	1040	0	0	1148	10	0

List of Schools to the Managers of which Results Fees were Paid in 1898, and Amounts of such Fees—continued.

85

BOYS.
CONTAUGHT.

County.	Town.	Name of School.	Amount paid (Original Endowment).	Amount paid (Class Fees— Amount).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
SALFORD.	Albany.	St. Joseph's College, School.	25 10 0	125 1 0	150 11 0
	Salway.	Grammar School.	10 0 0	54 7 0	64 7 0
	Do.	St. Ignace's College—B.U.L.	10 0 0	10 11 1	20 11 1
	Do.	St. Joseph's Seminary.	10 0 0	10 0 0	20 0 0
	Wheatfield.	St. Francis' Seminary.	0 10 0	10 0 0	10 10 0
	Do.	Christian Schools.	0 0 0	14 0 0	14 0 0
LIVERPOOL.	Do.	St. Joseph's College.	25 10 0	125 14 0	150 14 0
	Do.	High School.	—	0 10 0	0 10 0
MAY.	Do.	Intermediate School.	1 10 0	0 11 0	0 10 0
	Belknap.	Divine College.	10 0 0	10 0 0	20 0 0
	Do.	St. Mary's Seminary.	—	0 0 0	0 0 0
WINDSOR.	Do.	Christian Schools.	10 10 0	10 0 0	20 10 0
	Do.	Do.	—	—	—
	Do.	Do.	—	—	—
WINDSOR.	Albany.	Roxburgh School.	10 10 0	100 10 0	110 10 0
	Do.	St. Mary's Intermediate School.	5 10 0	10 10 0	15 10 0
	Do.	St. Mary's Intermediate School.	5 10 0	10 10 0	15 10 0
	Do.	St. Mary's Intermediate School.	5 10 0	10 10 0	15 10 0
	Do.	St. Mary's Intermediate School.	5 10 0	10 10 0	15 10 0
WINDSOR.	Do.	St. Mary's Intermediate School.	5 10 0	10 10 0	15 10 0
	Do.	St. Mary's Intermediate School.	5 10 0	10 10 0	15 10 0
	Do.	St. Mary's Intermediate School.	5 10 0	10 10 0	15 10 0
Total.			100 0 0	100 0 0	200 0 0

Report of the Administrator

LIST of SCHOOLS to the Managers of which Bursar's Fees were Paid in 1879, and Amounts of each Fee—continued

G I R L S.

LEITCH.

County.	Town.	Name of School.	Amount paid for School Bursar's Fees.	Amount paid for Scholarships.	Total Amount paid.
			£ s d.	£ s d.	£ s d.
Dumfriesshire.	Carlisle.	Convent of Mary.	2 10 0	20 0 0	22 10 0
	Edinburgh.	Marion School.	—	2 11 0	2 11 0
Dumfriesshire.	Edinburgh.	Laurie Convent.	16 17 0	200 0 0	216 17 0
	Edinburgh.	Aberdeen College.	0 0 0	21 0 0	21 0 0
	Do.	Alexander College.	10 0 0	224 0 0	234 0 0
	Do.	Alexander School.	17 0 0	221 7 0	238 7 0
	Do.	Convent of Mary, St. John's Street.	200 0 0	204 0 0	404 0 0
	Do.	Queen's College, Edinburgh.	1 0 0	0 0 0	1 0 0
	Do.	Marion College.	27 0 0	20 0 0	47 0 0
	Do.	Laurie Convent, at North Canal Company's Street.	21 0 0	188 0 0	209 0 0
	Do.	Laurie College, Edinburgh.	21 0 0	277 0 0	298 0 0
	Do.	Laurie Convent, Edinburgh.	0 0 0	20 0 0	20 0 0
	Do.	Marion Female College School.	20 0 0	188 0 0	208 0 0
Grand Total.			400 0 0	1201 11 0	1601 11 0

List of Schools to the Managers of which Bursar Fees were Paid in 1899, and Amounts of such Fees—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid (Pence) Bursar-fees.			Amount paid (Pence) Teachers' Salaries.			Total Amount paid.		
			£	s.	d.	£	s.	d.	£	s.	d.
DORSET—continued.		Brought forward,	225	0	0	5,284	00	0	5,509	00	0
	Bridport.	Miss Jones School, 10, Exeter-st., Bathwick	4	0	0	21	10	0	25	0	0
	Do.	Norfolk School, Blandford	—	—	—	1	10	0	1	10	0
	Do.	Flanagan's School,	10	1	0	28	0	0	38	0	0
	Do.	Blandford School, the Old Town House,	4	10	0	0	10	0	4	0	0
	Do.	Frederick School,	7	10	0	37	10	0	44	10	0
	Do.	St. Mary's Conventual College,	10	10	0	100	10	0	110	0	0
	Do.	St. Margaret's Hall,	5	10	0	10	10	0	15	10	0
	Blandford.	Downman-Downman,	15	4	0	102	0	0	117	0	0
	Do.	Lambert Collegiate School,	10	10	0	40	10	0	50	0	0
	Do.	Barville Girls' School,	0	0	0	30	0	0	30	0	0
	Do.	St. George's School,	4	10	0	30	0	0	34	0	0
	Quarford.	Thorne's School,	10	0	0	60	10	0	70	0	0
	Chapellton.	St. Joseph's Convent,	50	10	0	145	10	0	195	0	0
	Chard.	St. Edmund's Ladies' School,	0	10	0	44	10	0	44	0	0
	Taffley.	Lewis Adams,	12	0	0	77	0	0	89	0	0
	Do.	Miss Thomas's School,	0	0	0	10	10	0	10	0	0
Grand Total,			344	17	0	5,680	0	0	6,024	17	0

List of Sources to the Managers of which Bunkin Fee was Paid in 1888, and Amounts of such Fee—continued.

0161

County.	Town.	Name of School.	Amount paid (County Treasurer).	Amount paid (Town Treas. Account).	Total Amount paid.
			\$ c t.	\$ c t.	\$ c t.
		Brought forward.	586 37 6	5465 3 6	1209 40 8
Dorchester—continued.	Chaplin's.	Charles School.	3 33 0	35 10 0	38 43 0
	Do.	Victoria School.	15 37 0	30 0 0	45 37 0
	Moskatoon.	Belgrave-square School.	2 39 0	34 14 0	36 53 0
	Northwicham.	Lucie Abbey.	38 4 0	441 1 0	479 5 0
	Southwicks.	Analogical Institution.	0 0 0	36 13 0	36 13 0
	Do.	Coop School.	—	0 10 0	0 10 0
	Townsend.	Mount Vernon School.	7 7 0	120 0 0	127 7 0
Dorchester.	Abbey.	Government of Mary School.	0 30 0	33 1 0	33 31 0
	Southwicks.	St. Francis's.	0 0 0	37 17 0	37 17 0
Dorchester.	Effingham.	East Hill-Edgemoor School.	—	7 14 0	7 14 0
	Do.	Lucie Church.	33 34 0	120 13 0	153 47 0
Dorchester.	Langford.	Government of Mary.	10 35 0	40 10 0	50 45 0
	Marion.	Lucie Church.	24 0 0	189 10 0	213 10 0
Dorchester.	Do.	Proctor College.	—	7 0 0	7 0 0
	Attingham.	Trinity School.	—	0 0 0	0 0 0
Dorchester.	Do.	Gracie's High School.	0 7 0	0 0 0	0 7 0
		Carried forward.	712 3 6	1333 0 0	1509 40 8

GIRLS.

County.	Town.	Name of School.	Amount paid by Bursar in 1886.	Amount paid by Bursar in 1886.	Total Amount Paid.
			£ s. d.	£ s. d.	£ s. d.
		Brought forward.	107 2 8	1,000 0 0	1,107 2 8
Gloucester.	Stratford-on-Avon.	St. Mary's School.	22 10 0	00 0 0	22 10 0
Worcestershire.	Malvern.	Leeds Convent.	8 17 8	20 7 0	28 14 8
Worcestershire.	Exeterbury.	Leeds Convent.	20 2 8	20 0 0	40 2 8
	Coventry.	Leeds Convent.	27 4 8	00 0 0	27 4 8
	Worcester.	Leeds Convent.	40 0 0	200 10 0	240 10 0
	Do.	St. Mary's School.	7 17 2	20 10 7	27 17 9
	Do.	Worcester School.	0 1 8	20 7 0	20 8 8
Worcestershire.	Arden.	St. Mary's Convent.	7 7 4	20 10 0	27 17 4
	Do.	Leeds Convent.	8 27 0	20 1 0	28 28 0
	Do.	St. Mary's School.	7 10 8	4 10 0	11 20 8
	Worcester.	St. Mary's School.	—	4 0 0	4 0 0
		Total.	200 10 8	1,200 17 7	1,400 28 5

GIRLS.

CLIFTON.

County.	Town.	Name of School.	Amount paid (Bursar's Fees—monthly).	Amount paid (Land Taxation dormitory).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
SURREY.	Ashted.	Ladies' Intermediate School.	—	2 0 0	2 0 0
	Billymore.	Greenhill Academy.	2 0 0	20 0 0	22 0 0
	Do.	Strommer School (High-class).	24 0 0	20 0 0	44 0 0
	Do.	Girls' Intermediate School.	2 10 0	10 0 0	12 10 0
	Bellmead.	Intermediate School.	2 10 0	10 0 0	12 10 0
	Do.	Ladies' School.	20 0 0	100 0 0	120 0 0
	Belmont.	Belmont Ladies' College, Kew.	20 0 0	20 0 0	40 0 0
	Do.	Collegiate School, Whitehorse-avenue.	22 0 0	20 0 0	42 0 0
	Do.	Convent of Mercy, Grosvenor-road.	20 0 0	20 0 0	40 0 0
	Do.	Domestic Convent.	2 10 0	10 0 0	12 10 0
	Do.	Intermediate School, Kew-road.	—	2 0 0	2 0 0
	Do.	Ladies' Collegiate School, Brompton Park.	2 0 0	20 0 0	22 0 0
	Do.	Ladies' School, Regent's-park.	2 0 0	20 0 0	22 0 0
		Grand total.	120 0 0	170 0 0	290 0 0

List of Schools to the Managers of which Bursar Fees were paid in 1889, and Amounts of such Fees—continued.

G. I. R. L. S.

County,	Town,	Name of School,	Amount paid (Pupils, Teachers, Bursarfees),	Amount paid (Land, Buildings, Accounts),	Total Amount paid,
			£ s. d.	£ s. d.	£ s. d.
DORSET.		Tongbushes,	100 1 0	1,150 10 0	1,250 11 0
	Bathampton,	Church of St. Mary,	5 1 0	50 10 0	55 11 0
	Longbushes,	Longbushes School,	50 10 0	100 10 0	150 20 0
	Little,	St. Peter's Endowed School,	7 7 0	10 10 0	17 7 0
	Northampton,	St. Peter's School,	5 11 0	10 10 0	15 11 0
DORSET.	Weymouth,	Royal School,	5 1 0	10 1 0	15 2 0
	Bathampton,	Endowed Institution,	25 10 0	100 0 0	125 10 0
	Do.,	Intermediate School,	—	12 10 0	12 10 0
	Weymouth,	Queen's Endowed School,	10 11 0	10 0 0	20 11 0
	Weymouth,	Upper Endowed School,	10 11 0	10 10 0	20 11 0
	Weymouth,	College School, Tennyson,	10 11 0	10 0 0	20 11 0
	Weymouth,	Church of St. Mary,	5 10 0	10 0 0	15 10 0
	Do.,	St. Peter's Endowed School,	5 1 0	10 0 0	15 1 0
	Weymouth,	Weymouth-Tennyson School,	5 1 0	10 10 0	15 11 0
DORSET.	Weymouth,	St. Peter's Endowed School,	5 11 0	10 10 0	15 11 0
	Weymouth,	Weymouth-Tennyson School,	5 1 0	10 10 0	15 11 0
	Do.,	Weymouth-Tennyson School,	5 1 0	10 10 0	15 11 0
Carried forward,			400 0 0	1,270 0 0	1,670 0 0

LIST of SCHOOLS to the Managers of which Grants were Paid in 1889, and Amounts of such Fees—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid to Parents (Under \$1000.)	Amount paid to State (Excess of \$1000.)	Total Amount Paid.
Lancaster—continued.		Franklinwood,	2 1 0	2 1 0	4 2 0
			644 0 0	1000 0 0	1644 0 0
	Greenville.	Easton School.	10 00 0	00 00 0	10 00 0
	Leopoldville.	Easton School, Cherry-terrace.	2 10 0	0 00 0	2 10 0
	Do.	Miss Jackson School.	5 00 0	0 00 0	5 00 0
	Do.	General Union School.	00 00 0	100 00 0	100 00 0
	Do.	Victoria High School.	100 00 0	00 00 0	100 00 0
MICHIGAN.	Mayhewville.	Elmer Endowed School.	2 00 0	11 00 0	13 00 0
	Chickadeewick.	Grammar School.	1 00 0	4 17 0	5 17 0
	Do.	St. Louis Convent.	—	1 00 0	1 00 0
	Chickadeewick.	Intermediate School.	0 00 0	10 00 0	10 00 0
	Montpelier.	Convent of St. Louis.	11 00 0	00 00 0	11 00 0
TRENT.	Do.	Ladies' School.	4 00 0	00 00 0	4 00 0
	Concordville.	Ladies' School.	10 00 0	100 00 0	110 00 0
	Drummond.	Ladies' School.	0 00 0	00 00 0	00 00 0
	Do.	St. Patrick's Female Academy.	1 00 0	00 00 0	1 00 0
	Nett.	Intermediate School.	1 00 0	10 00 0	11 00 0
	Clough.	Ladies' Convent.	1 00 0	00 00 0	1 00 0
	Do.	The Mount Adams School.	0 00 0	00 12 0	00 12 0
	Hamden.	The Academy.	0 00 0	00 00 0	00 00 0
		Total.	1004 0 0	1,000 0 0	2,004 0 0

List of Schools to the Managers of which Bursar Fees were Paid in 1898, and Amounts of such Fees.—continued.

GIRLS.
MUNSTER.

County.	Town.	Name of School.	Amount paid (Bursar's Fund only).	Amount paid (Local Taxation &c.)	Total Amount Paid.
CLARE.	Lisdoonvarney.	St. Mary's School.	—	2 8 0	2 8 0
		Private School.	4 15 0	18 00 0	22 15 0
CORK.	Cork.	Boarding and Day School, South Mall.	3 10 0	23 07 0	26 17 0
		High School for Girls, Rhyndymore.	10 10 0	100 00 0	110 10 0
		Ladies' School, 14, South Mall.	4 0 0	10 0 0	14 0 0
		Ladies' School, Westport Green.	4 10 0	20 0 0	24 10 0
		Bursar's Academy.	10 10 0	114 17 0	124 27 0
		Queen's College, St. Anne's, Richmond.	74 0 0	104 17 0	178 17 0
		St. Mary's School, White Street.	3 10 0	40 0 0	43 10 0
		Convent of Mercy.	10 0 0	100 00 0	110 00 0
		Convent of Mercy.	9 10 0	40 0 0	49 10 0
		St. Vincent's College.	3 0 0	10 10 0	13 10 0
WATERFORD.	Waterford.	Ladies' School.	0 0 0	30 0 0	30 0 0
		Carried forward.	200 20 0	1,200 0 0	1,400 20 0

Education Board for Dublin & County Dublin.

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LIST of SCHOOLS to the Managers of which Results Fees were Paid in 1892, and Amounts of such Fees—continued.
GIRLS.

County.	Town.	Name of School.	Amount paid (Results Fees—only).	Amount paid (Local Taxation—only).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
		Results for each.	185 10 0	1,022 0 0	1,207 10 0
LEAMING.	Elksey.	Leamington School.	25 15 0	200 12 0	225 15 0
	Taunton.	Thomas's Lane School.	25 0 0	21 0 0	46 0 0
LEAMINGTON.	Leamington.	High School.	0 12 0	5 12 0	5 12 0
	Do.	Madame de Freix's College.	0 0 0	20 4 0	20 4 0
	Do.	St. Thomas's Academy.	7 0 0	57 7 0	64 7 0
TOWNSEND.	Thames.	Thames School.	22 0 0	140 17 0	162 17 0
	Tipton.	Queen of Mary.	0 12 0	41 10 0	41 10 0
WATFORD.	Watford.	St. Mary's School, Watford.	11 10 0	115 0 0	126 10 0
	Do.	St. Mary's School.	11 10 0	47 10 0	58 10 0
	Do.	Williamstown Ladies' School.	—	2 10 0	2 10 0
		Total.	185 10 0	1,207 10 0	1,392 10 0

LIST of SCHOOLS to the Managers of which Bursary Fees were Paid in 1874, and Amounts of such Fees—continued.

GIRLS.

CONNAUGHT.

County.	Town.	Name of School.	Amount paid (Pensional Endowment).	Amount paid (Local Bursary Account).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
DUBLIN.	DUBLIN.	Deane's Convent,	0 0 0	20 0 0	20 0 0
	Do.	High School,	12 12 0	40 17 0	52 9 0
KERRY.	LISKEA.	St. Mary's Convent,	0 14 0	7 0 0	7 14 0
	KEEGNA.	Academy of St. Mary's,	4 0 0	25 10 0	29 10 0
	KEEGNA.	Rev. R. J. Paddy's Convent,	4 14 0	27 14 0	31 8 0
LIMERICK.	ST. JOHN'S.	Intermediate School,	0 0 0	10 0 0	10 0 0
	Do.	St. John's School,	0 0 0	10 10 0	10 10 0
	Do.	Trinity Convent,	10 10 0	20 0 0	30 10 0
Total,			26 0 0	134 0 0	160 0 0

APPENDIX V.

Localities in which Examinations were held.

BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Abbeyleix,	1	Kilrush,	1
Armagh,	2	Kingsdown,	2
Athlery,	1	Lisferkenney,	1
Athlone,	1	Limerick,	7
Athy,	1	Lisburn,	1
Ballaghaderreen,	1	Lisnory,	1
Ballymena,	1	Lisnaw,	1
Ballymeney,	1	Londonderry,	3
Bangor,	1	Longford,	1
Belfast,	11	Lurgan,	1
Blackrock,	4	Mallow,	1
Bunbrunsna,	1	Maryborough,	1
Callan,	1	Midleton,	1
Carlow,	2	Mitchelstown,	1
Carriek-on-Suir,	1	Monaghan,	2
Cashel,	4	Mount Bellew,	1
Castleknock,	3	Mullingar,	2
Cavan,	1	Naas,	1
Charleville,	1	Navan,	1
Clendalkin,	1	Nenagh,	1
Clongues Wood College,	4	Newbridge,	1
Clonmel,	2	New Ross,	1
Clonskeagh,	1	Newry,	2
Clontarf,	1	Omagh,	1
Coleraine,	1	Parsonstown,	1
Cookstown,	1	Portarlinton,	2
Cork,	10	Queenstown,	1
Dingle,	1	Raphee,	1
Doneraile,	1	Rathfriland,	1
Drogheda,	1	Skibbereen,	2
Dublin,	27	Sligo,	1
Dundalk,	3	Terenure,	1
Duiggan,	2	Thurles,	1
Duiggan,	1	Tipperary,	2
Ranis,	2	Trillick,	2
Eaniscorthy,	1	Tuam,	2
Enniskillen,	2	Waterford,	4
Ennistymen,	1	Westport,	1
Fermoy,	3	Wexford,	2
Galway,	2	Yongfial,	1
Holywee (Down),	1		
Kells,	1		
Kilkenny,	3		
Killarny,	1		
		Total,	113

Localities in which Examinations were held—continued.

GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh,	1	Killarney,	1
Athlone,	1	Letterkenny,	1
Athy,	1	Limerick,	1
Balbriggan,	1	Lisburn,	1
Ballymena,	1	Londonderry,	4
Ballymoney,	1	Longford,	1
Ballyshannon,	1	Macroom,	1
Bangor,	1	Monaghan,	2
Belfast,	7	Monkstown,	1
Blackrock,	1	Mountmellick,	1
Bray,	1	Mullingar,	1
Carrickfergus,	1	Navan,	2
Carrickmacross,	1	Newry,	1
Chapelizod,	1	Omagh,	1
Cookstown,	1	Portadown,	1
Cork,	5	Raphoe,	1
Dalkey,	1	Rathfrilandham,	1
Dublin,	10	Sligo,	2
Dungannon,	1	Thurles,	1
Enniscorthy,	1	Tippelary,	1
Galway,	1	Tralee,	1
Gorey,	1	Waterford,	1
Holywood (Down),	1	Wexford,	1
Kilkeenny,	1	Total,	73

APPENDIX VI.

THE BURKE MEMORIAL PRIZES.

A sum of money, subscribed in memory of the late THOMAS HENRY BURKE, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18s. 11d. Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants Rates or Taxes, other than members of the Naval or Military Services not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualified in the manner aforesaid, the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.

DUBLIN CASTLE,

4th May, 1900.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 3rd instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Intermediate Education Board for Ireland for the year 1899.

I am,

Gentlemen,

Your obedient servant,

(Signed),

J. B. DOUGHERTY.

The Assistant Commissioners of
Intermediate Education,
1, Hume-street

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